

The Whole Child Initiative

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Seattle, Washington
October 16, 2015



TACOMA
WHOLE CHILD INITIATIVE



Tacoma Public Schools

- 3rd Largest District in Washington State
- 30,000 Students K-12
- 35 Elementary Schools
- 9 Middle Schools
- 5 Comprehensive High Schools
- 14 Alternative Learning Centers
- 64% Free and Reduced Lunch





TACOMA STUDENTS

Changing Demographics

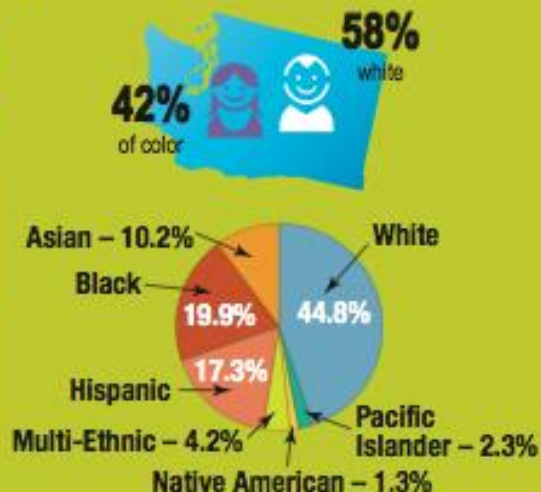
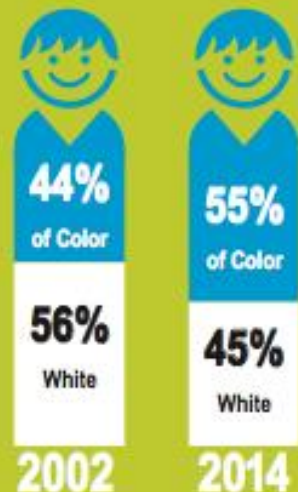
29,288
Students

63%
Poverty

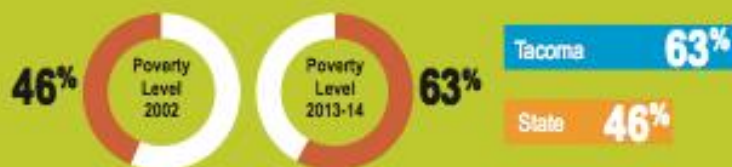
58%
Students of Color

17%
High Mobility

25%
Adult College Degree

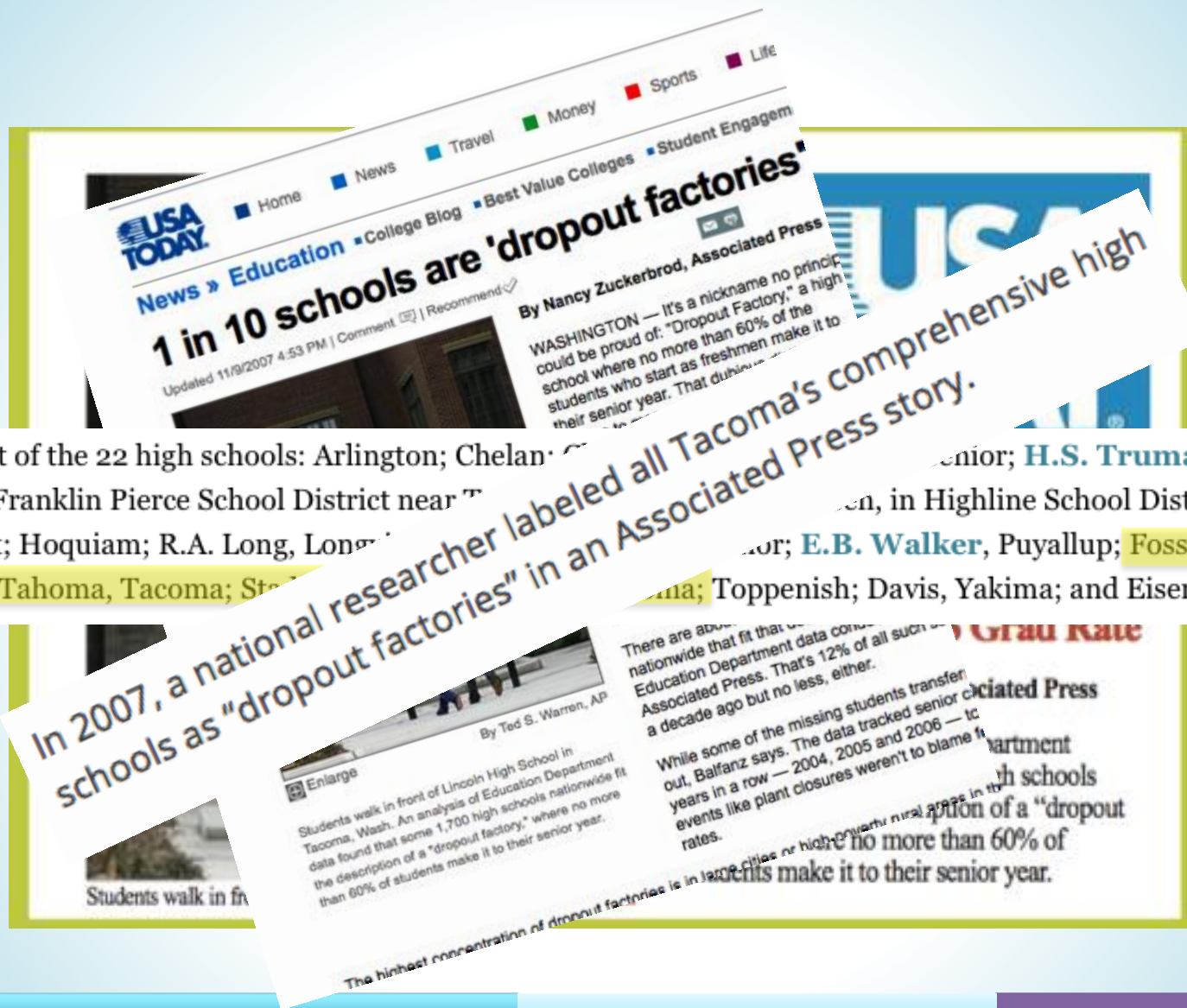


Poverty On the Rise



High Student Mobility






The complete list of the 22 high schools: Arlington; Chelan; Washington, in Franklin Pierce School District near Tacoma; Highline District; Hoquiam; R.A. Long, Longview; Tacoma; Mount Tahoma, Tacoma; Steilacoom; Toppenish; Davis, Yakima; and Eisenhower, Yakima.

West Coast Dream Team!



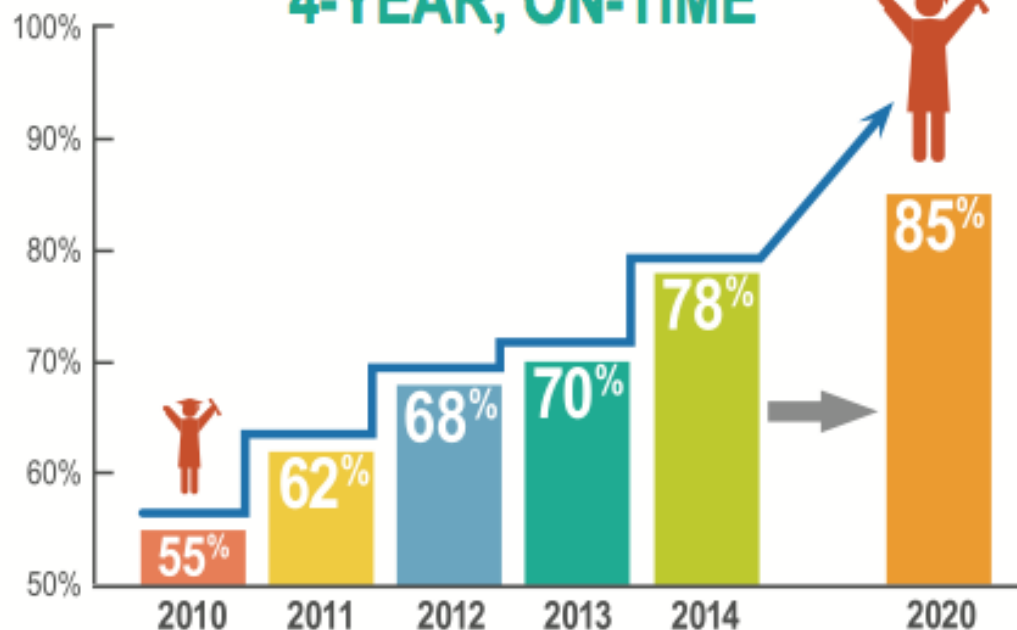
West Coast Dream Team



- 69% in 2010 to 79% in 2014 – high poverty/minority
- Whole child and trajectory of success
- Early Warning System/SQII
- Focus on students short of credits AND more students college ready
- School reviews that invite collaboration with district administrators and principals.

STEADY PROGRESS

TACOMA H.S. GRADUATION RATE 4-YEAR, ON-TIME



GAINS IN EVERY ETHNIC DEMOGRAPHIC

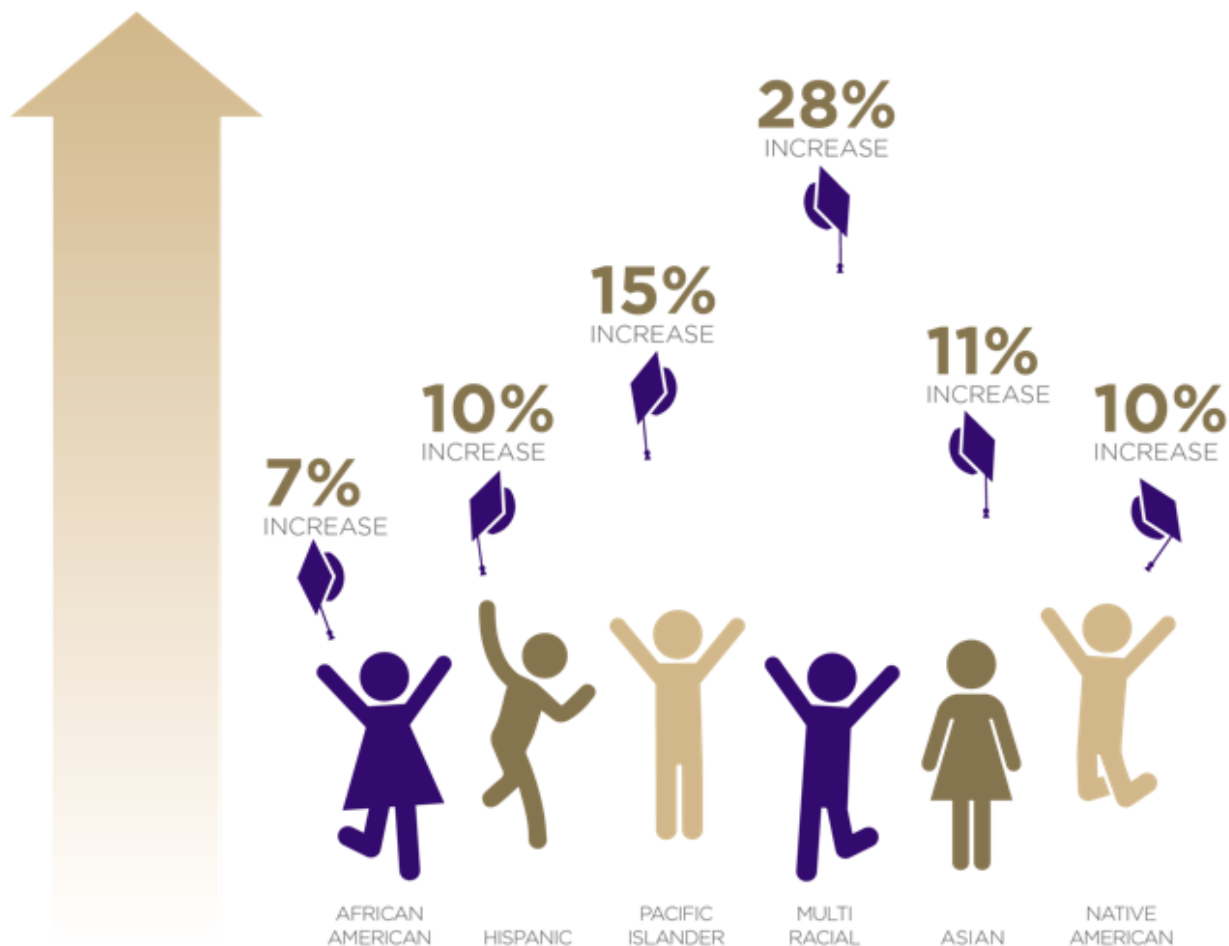




2013 -2014 Student Graduation Rate Gains Across Each Race

GRADUATION RATES

ACROSS STUDENT RACE



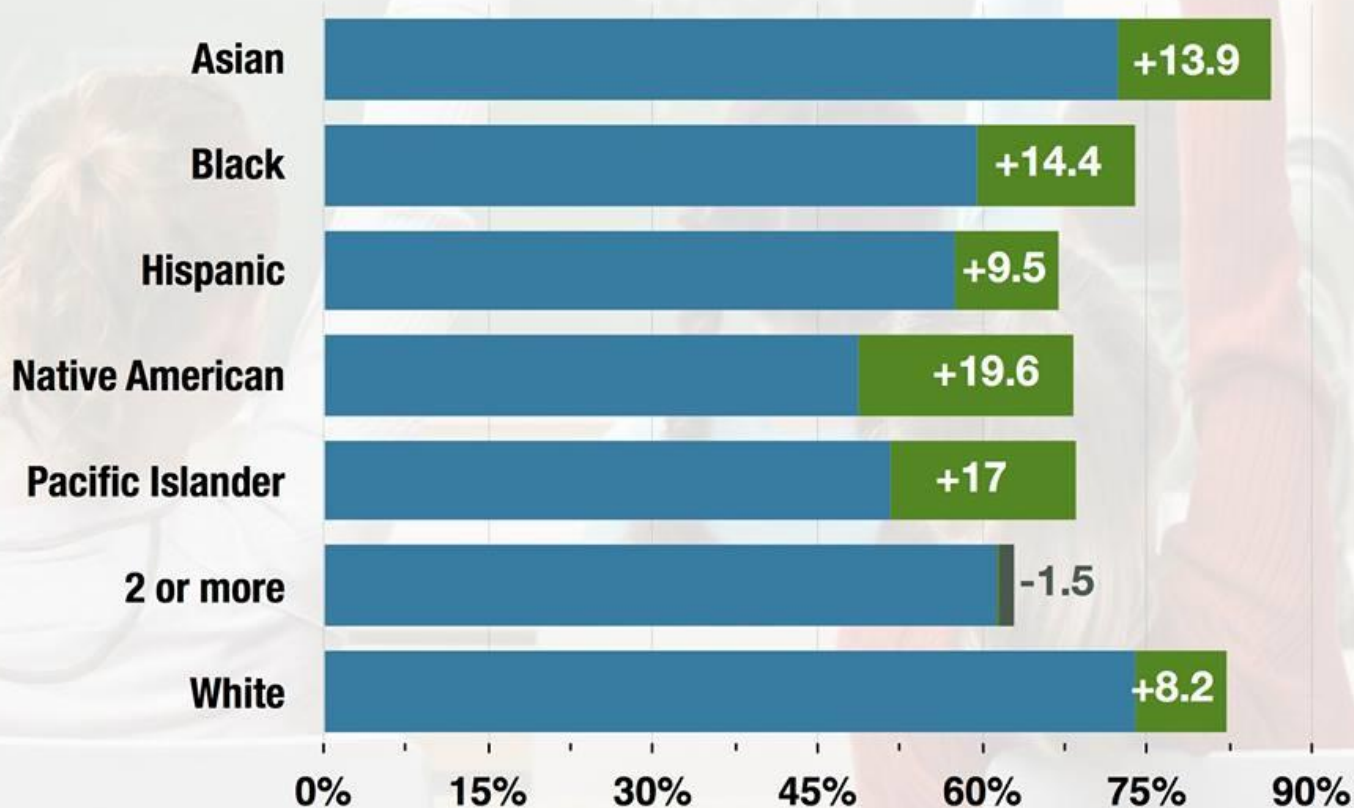


Tacoma School District

GRADUATION

Significantly up for every single race demographic

■ 2012 ■ 2014





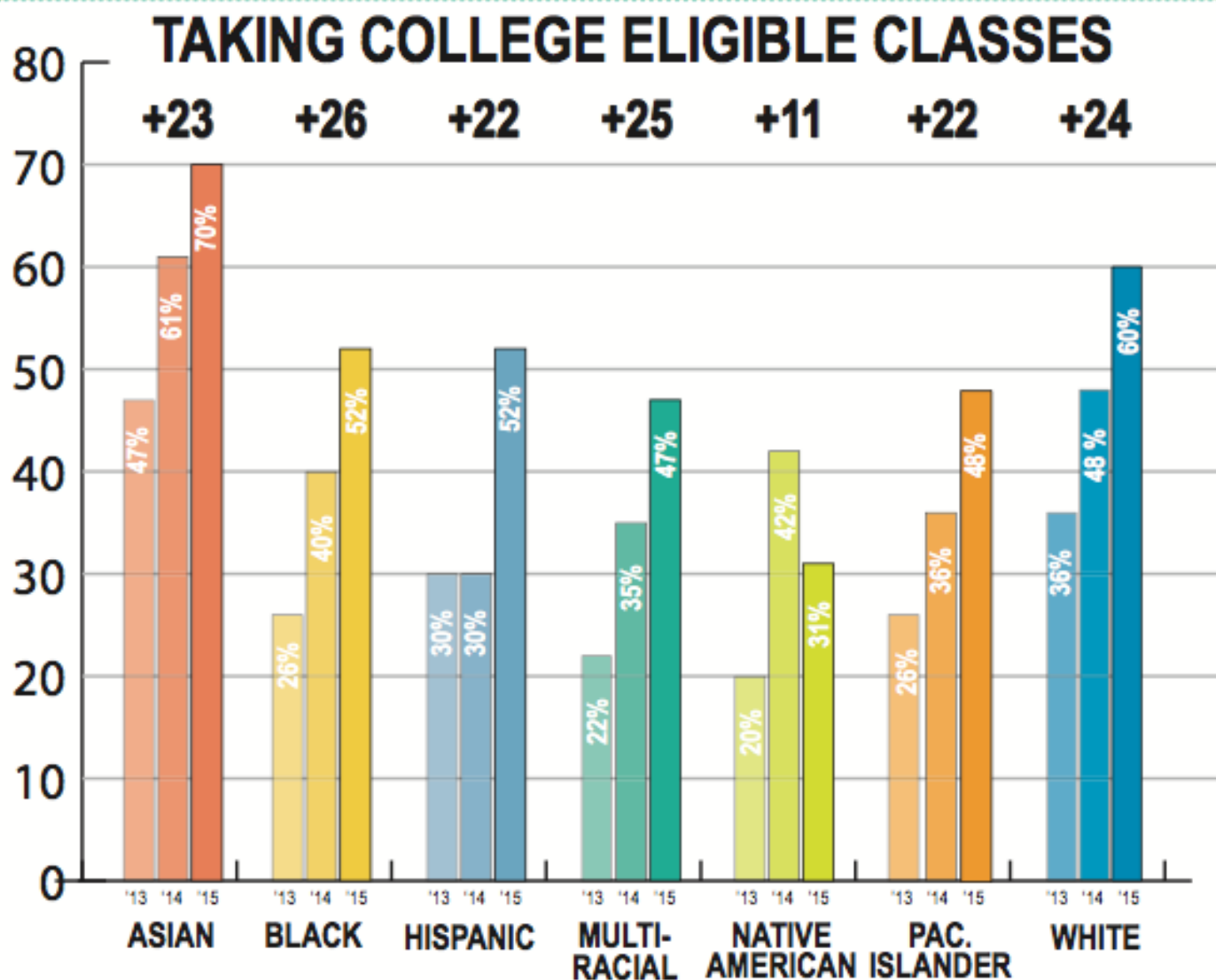
1:1 SENIOR TRACKING

Graduation Increases at EVERY High School

High School	2013		2014
Foss	64.9%	➡	74.1%
Lincoln	65.7%	➡	79.0%
Mt. Tahoma	62.8%	➡	67.6%
Oakland	7.7%	➡	14.8%
SAMI	97.0%	➡	97.3%
Stadium	79.0%	➡	85.4%
SOTA	91.4%	➡	97.5%
Wilson	84.7%	➡	91.1%



HIGH EXPECTATIONS



HIGH EXPECTATIONS



TAKING SATs



TAKING COLLEGE-ELIGIBLE CLASSES



ADMISSION TO 2-OR 4-YEAR COLLEGE



AFTER ONE YEAR OF IMPLEMENTATION

40%

INCREASE in
school climate



67%

INCREASE
for time
spent in
school

THE IMPACT OF TWCI PROFESSIONAL DEVELOPMENT

ON BELIEFS ABOUT BEHAVIOR

Teaching students
how to behave
appropriately at school
is the parents' or
students' responsibility,
not mine.



79.3% of the participants
used to believe
this *BEFORE* TWCI
professional development



After TWCI was introduced,
only **4.8%** of them still
believe in this statement

THE IMPACT OF TWCI PROFESSIONAL DEVELOPMENT

ON BELIEFS ABOUT BEHAVIOR

All students
are entitled to
positive
interaction
with me.



Only **4.1%** of the teachers
believed this to be
true *BEFORE* TWCI
professional development



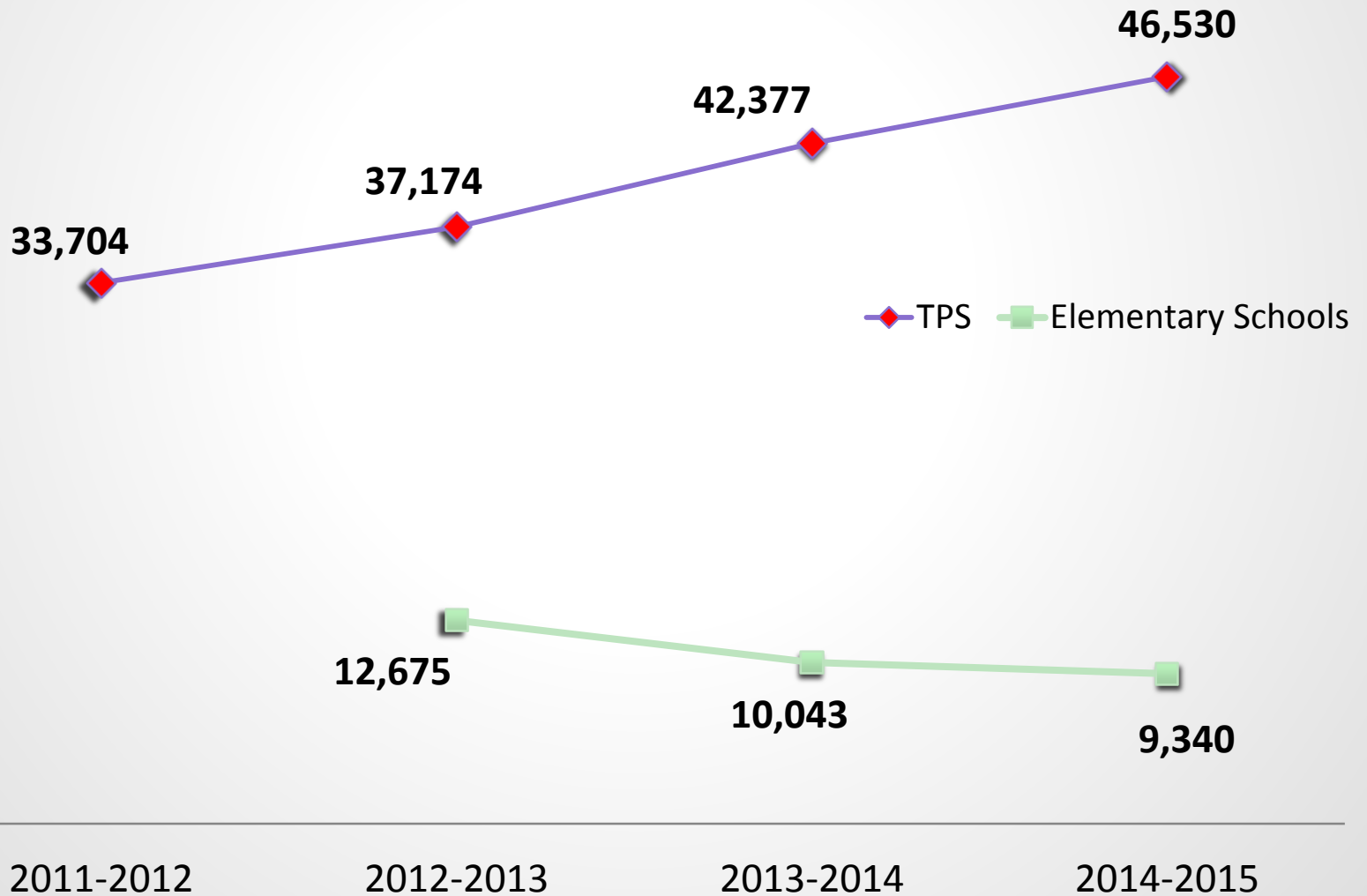
78% of the teachers
believed this to be
true *AFTER* TWCI
professional development



THE IMPACT OF TWCI PROFESSIONAL DEVELOPMENT ON BELIEFS ABOUT BEHAVIOR



Unexcused Absence Count TPS v.s. TWCI Cohort 1 Elementary Schools

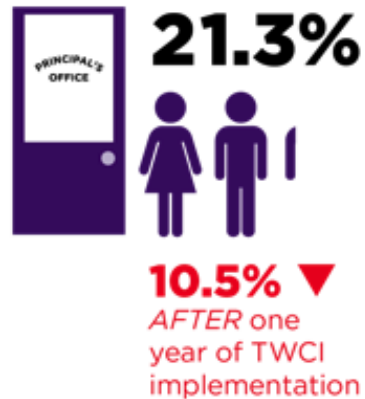


SUSPENSION EXPULSION

TRUMAN MIDDLE SCHOOL - 6TH GRADE



2013

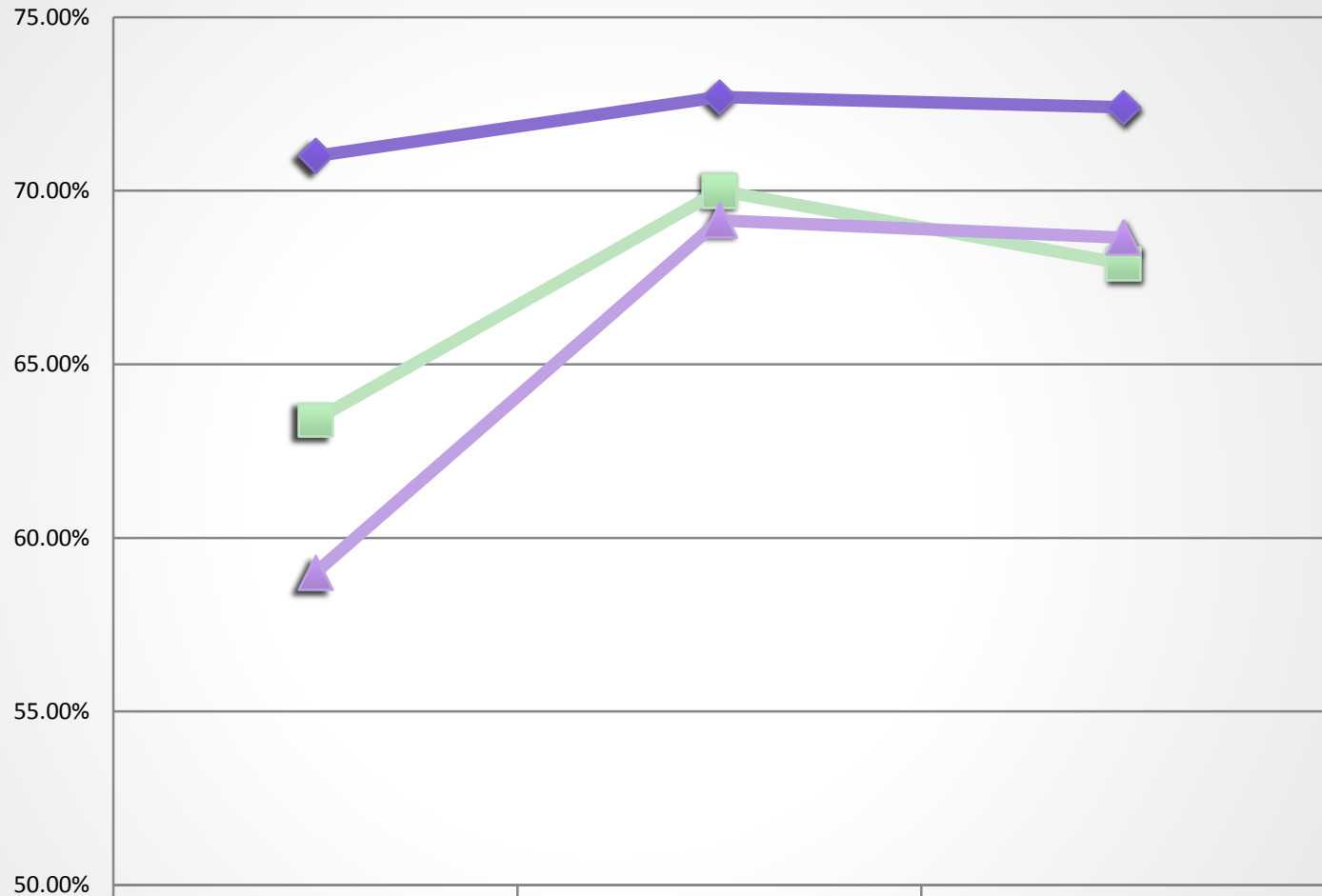


2014



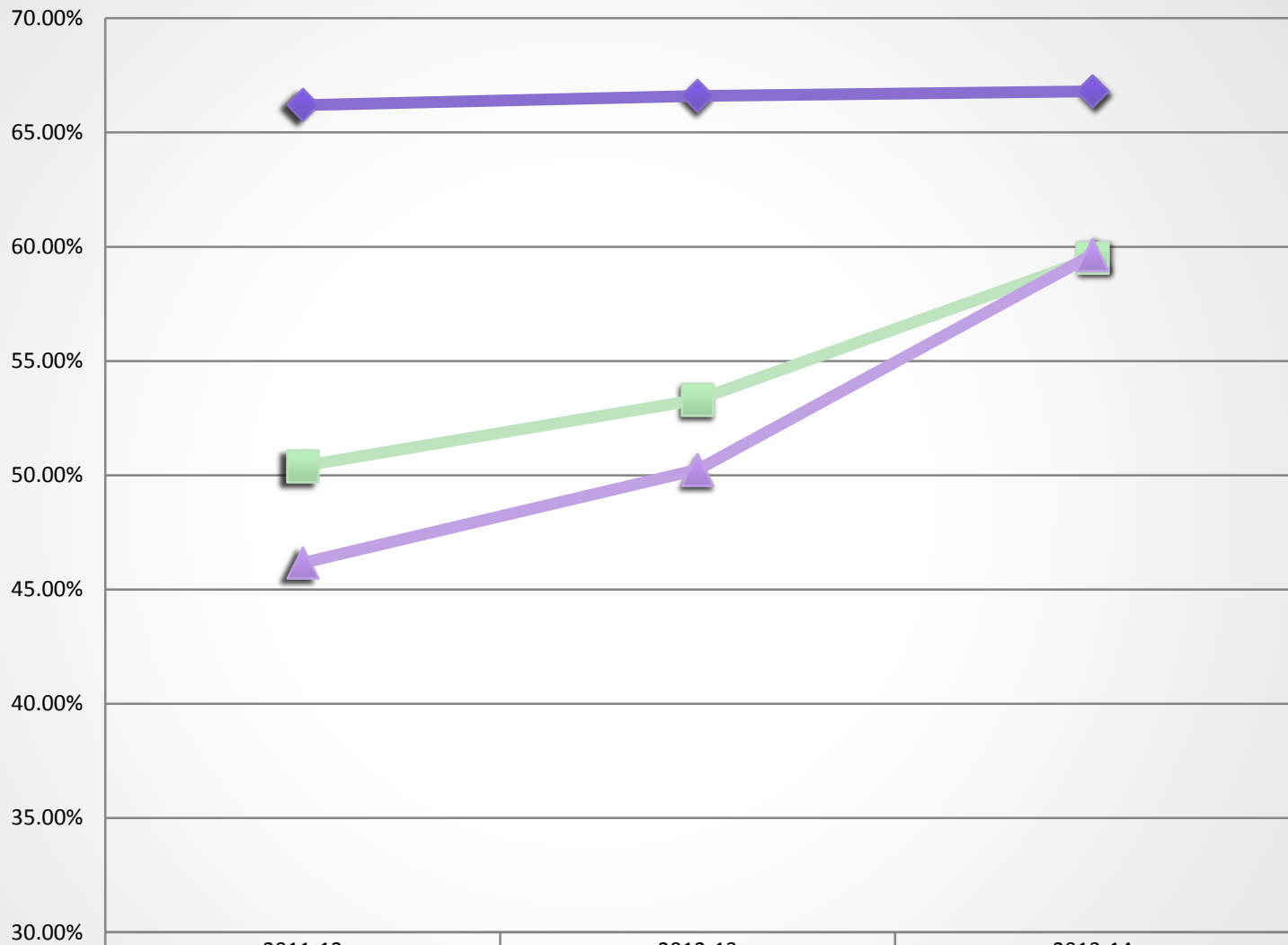
2015

Cohort 1 Academic (Reading) Data 2012 - 2014



	2011-12	2012-13	2013-14
WA 5th Grade	71.00%	72.70%	72.40%
TPS 5th Grade	63.40%	70.00%	67.90%
TWCI 5th Grade	58.99%	69.15%	68.65%

Cohort 1 Academic (Science) Data 2012 - 2014



WA 5th Grade	66.20%	66.60%	66.80%
TPS 5th Grade	50.40%	53.30%	59.50%
TWCI 5th Grade	46.16%	50.24%	59.65%

UNEXCUSED ABSENCES

MT. TAHOMA HIGH SCHOOL

- Absence count drop from 7295 to 4801
- All academic subjects improved significantly

7,295



2012-13

4,081 **44.1% ▼**



2013-14

STUDENTS PASSING STATE TESTS

MT. TAHOMA HIGH SCHOOL

2012-13

2013-14



797



877



805



898



586



634



404



608



Governor Inslee visits Tacoma – January 2015





Cohort 1 Schools – 2015 Washington ASCD Safe Schools
Award Winners



Why Education Data?

Action Issues

Your State's Progress

Success Stories

Find Resources

Who We Are

Search DQC...

Tacoma Public Schools Recognized Nationally For Data Use to Improve Student Achievement

FOR IMMEDIATE RELEASE

CONTACTS:

For DQC: Jon-Michael Basile, 202-787-5718, jbasile@dataqualitycampaign.org
For TPS: Dan Voelpel, 253-571-1015, dvoelpel@tacoma.k12.wa.us

WASHINGTON (October 1, 2015)—The Data Quality Campaign today announced Tacoma Public Schools (TPS) is a finalist for the 2015 Data Flashlight Awards. The district is recognized for its use of data to help boost graduation rates, as well as college level course participation rates.

"We are excited to celebrate Tacoma Public Schools for empowering educators, parents, and the community with better information," said Aimee Rogstad Guidera, president and CEO of the Data Quality Campaign. "It's clear Tacoma's multi-layered approach of transparency, community engagement, and training was critical to its success."

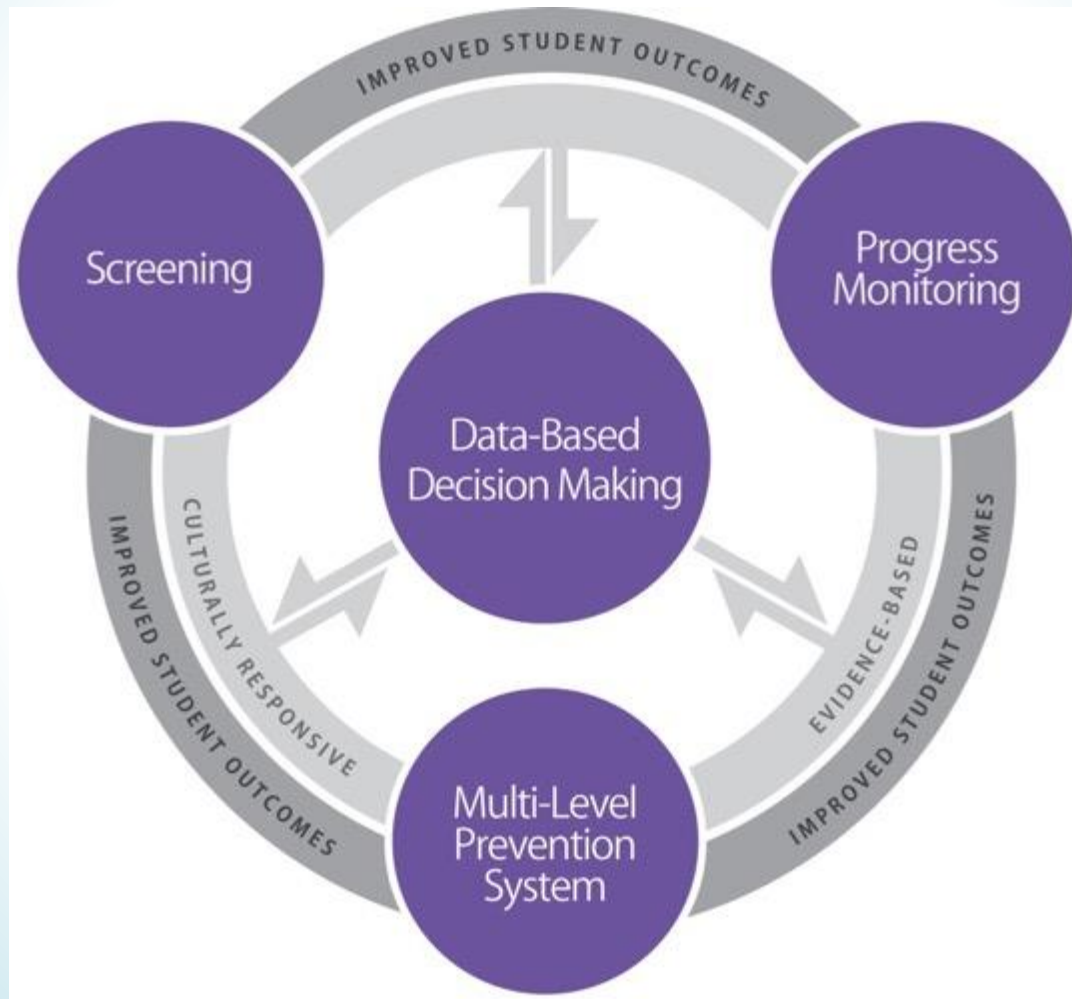
In 2010, the Tacoma Public Schools district was facing a graduation rate of 55 percent and every high school within its borders was declared a dropout factory. In 2012, TPS created a safe space for community members and school leaders to dig into less-than-perfect results and data. This paved the way for collaboration between school leaders and community partners to develop the Tacoma Whole Child Accountability System. It defines student success with multiple measures, creates a plan of action with key benchmarks, and provides a data system to support and report progress.

"Since our district's adoption of the multiple measures accountability system, graduation rates have climbed 23 percent since 2010," said Tacoma Public Schools Superintendent Carla Santomo. "Additionally, participation in college level courses has increased more than 20 percent in two years."

The Idea

- The Tacoma Whole Child Initiative in Action
- WHY
 - Sustainable change
- HOW
 - Keys to implementation
- WHAT
 - Comprehensive, sustainable school transformation—The Tacoma Whole Child Initiative
 - Social emotional learning—the foundation of sustainable change
 - City, neighborhood, district, school, and classroom-wide

Multi-Tiered System of Supports



Franklin Elementary Video

<https://www.youtube.com/watch?t=2&v=qy7G0gqJe7g>

- What is the culture of Franklin Elementary?
- How are students acknowledged for social emotional successes?
- How has this changed staff behavior?
- What impact on families and students?

“

I feel happier on the job since we started working with UWT. I love how my colleagues and I are learning to use data to put better practices and systems in place, so we improve outcomes for kids. I am also thrilled that SEL is finally getting the respect it deserves in education and that all building staff are coming to realize SEL is everybody's privilege and responsibility to teach, not just the guidance counselor or speech path. This awareness alone significantly reduces my stress level on the job.

I see staff in my building working hard to approach young people with more compassion, a greater sense of empathy and positive regard. I also see more sincere interactions taking place between staff and relationships throughout the building are improving.

Bottom line....work is just more loving and fun now and I feel really grateful for you two helping make that happen for me and so many others in the Tacoma community. -Counselor, Tacoma Public Schools

”

Next Steps

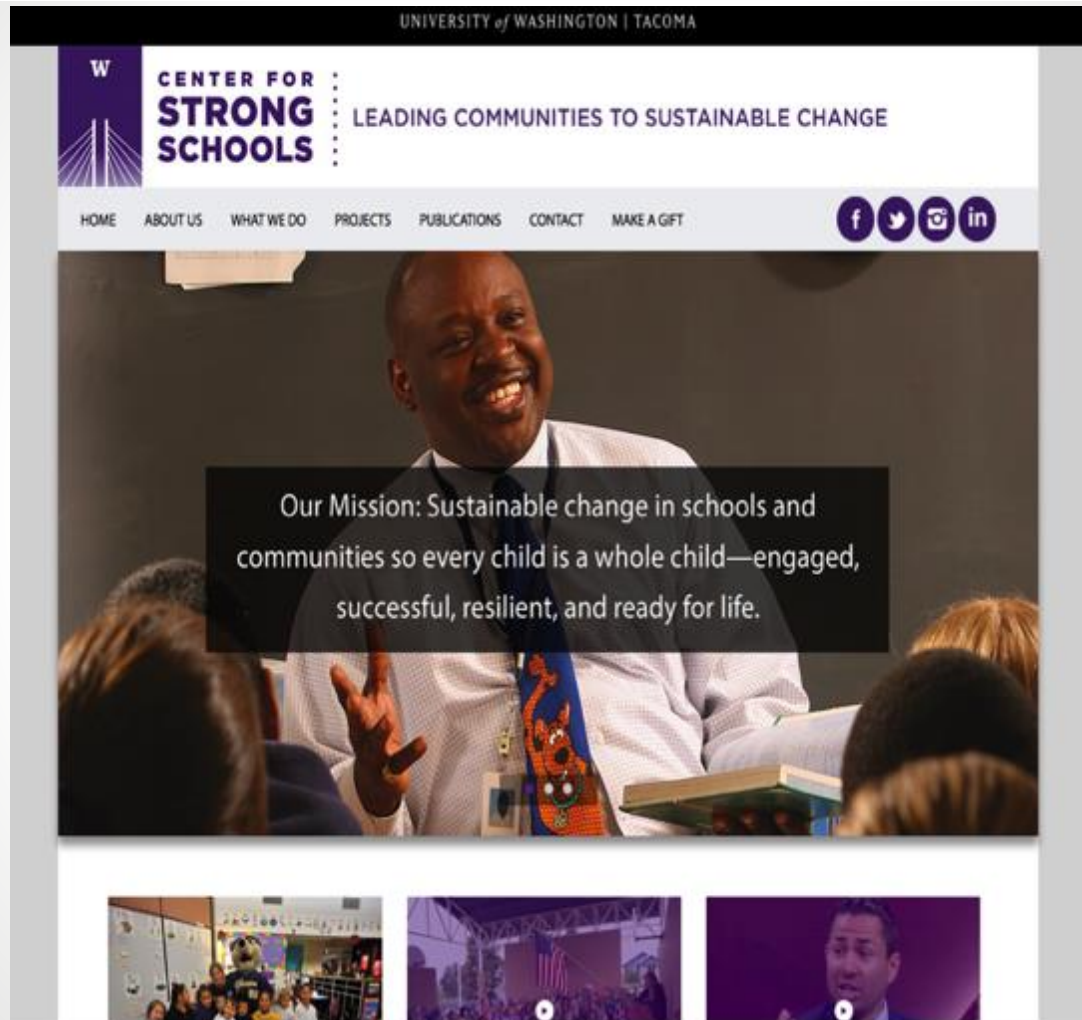
- Evaluation Report
- Partnerships
 - City of Tacoma
 - Comprehensive Life Resources
 - Safe Streets
 - OSPI
 - Boys and Girls Club
 - Peace Community Center
- Funding
- Early Warning System
 - Screening
 - Evidence-based supports and Interventions
- Whole Child Snapshot & Advanced Tiers of Support





CENTER FOR
**STRONG
SCHOOLS**

LEADING COMMUNITIES TO SUSTAINABLE CHANGE



tacoma.uw.edu/strongschools



@uwstrongschool @tacomaschools
@gregoryjbenner @jenniferkubista
@kelceyschmitz @Garciaj9Josh



UW Center for Strong Schools
Greg Benner
Kelcey Schmitz



Center for Strong Schools
Greg Benner
Kelcey Schmitz



University of Washington Tacoma Center for Strong Schools



University of Washington Tacoma Center for Strong Schools



Discussion

- What were some take-a-ways for you about the impact of TWCI?
- What outcomes are important for Seattle?
- Discuss beliefs. Do all people in our community, schools, homes share the same beliefs about behavior? What will it take to change beliefs?

• All the great leaders and organisations communicate the same way...

• It's the WORLD'S simplest idea 

• YOUR PURPOSE (not PROFIT)

• YOUR cause

• YOUR BELIEF

Why should anyone care?

START



WITH WHY

Simon Sinek

www.startwithwhy.com

TED TALK

People don't buy WHAT you do, they buy WHY you do it.

DO BUSINESS with people who believe what you believe  

 IT LINKS DIRECTLY to how our BRAIN works

Few People or ORGANISATIONS know WHY they do what they do.

INSPIRED leaders and organisations communicate from the INSIDE OUT 

We KNOW How we do it

I Believe

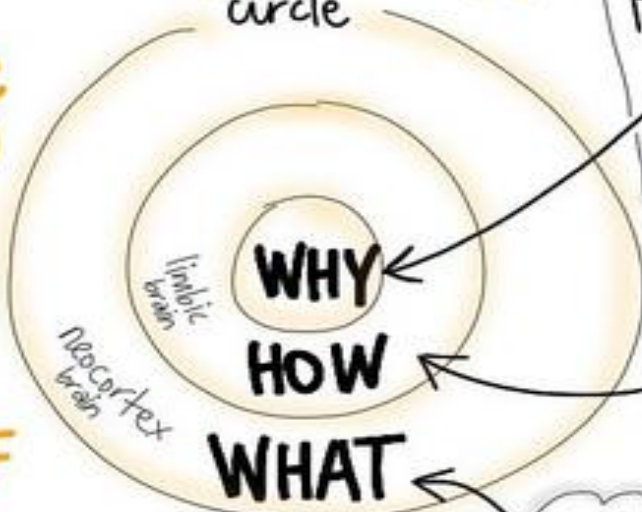
We KNOW WHAT we do...

MARTIN LUTHER KING

• LAW of DIFFUSION of INNOVATION

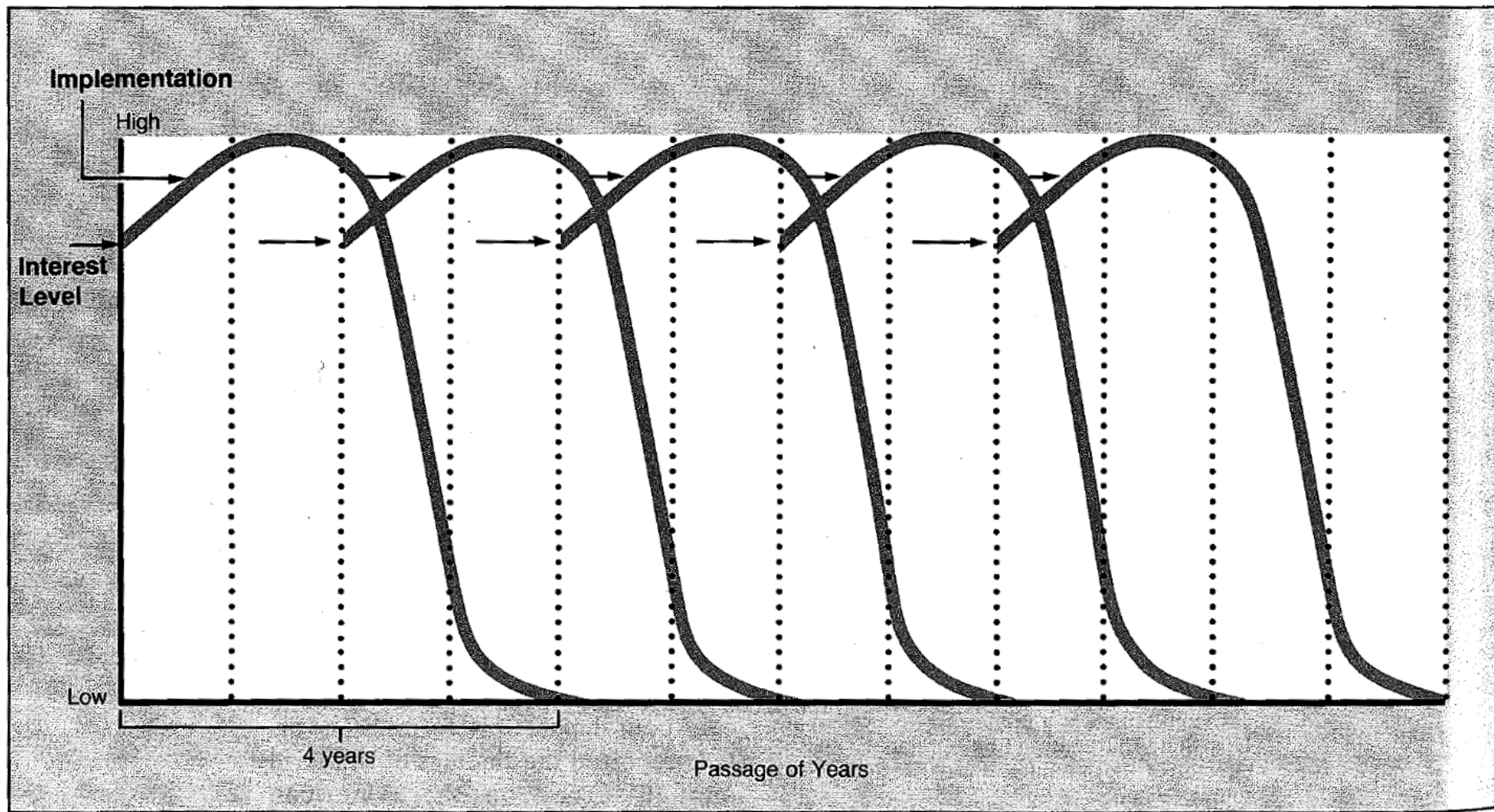


The GOLDEN circle 



by www.lynnecazaly.com

Figure 1. Birth and Death Cycles of Educational Innovations



Sustainability

- Most educational innovations do not endure beyond 9 months.
- Achieving sustainability is essential for cost effectiveness and scaling up.

It's About Time

- K-12 students: 42% of instructional time (6 hrs.) engaged in learning.
- 17% of the day students are engaged *and are successful* in academic tasks (one hour)
- High school: 90% non-academically engaged time (Lewis, 2012).



Educator Outcomes



↓ Stress , anxiety, &
burnout

↑ Time to Teach

- 3-4 more hours of instruction per week
- Less job-related stress
- Happier
- Greater job satisfaction
- Improved self-efficacy
- Better health
- More likely to stay in profession
- Greater student engagement

Adverse Childhood Experiences

1. Personal

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect

2. Family

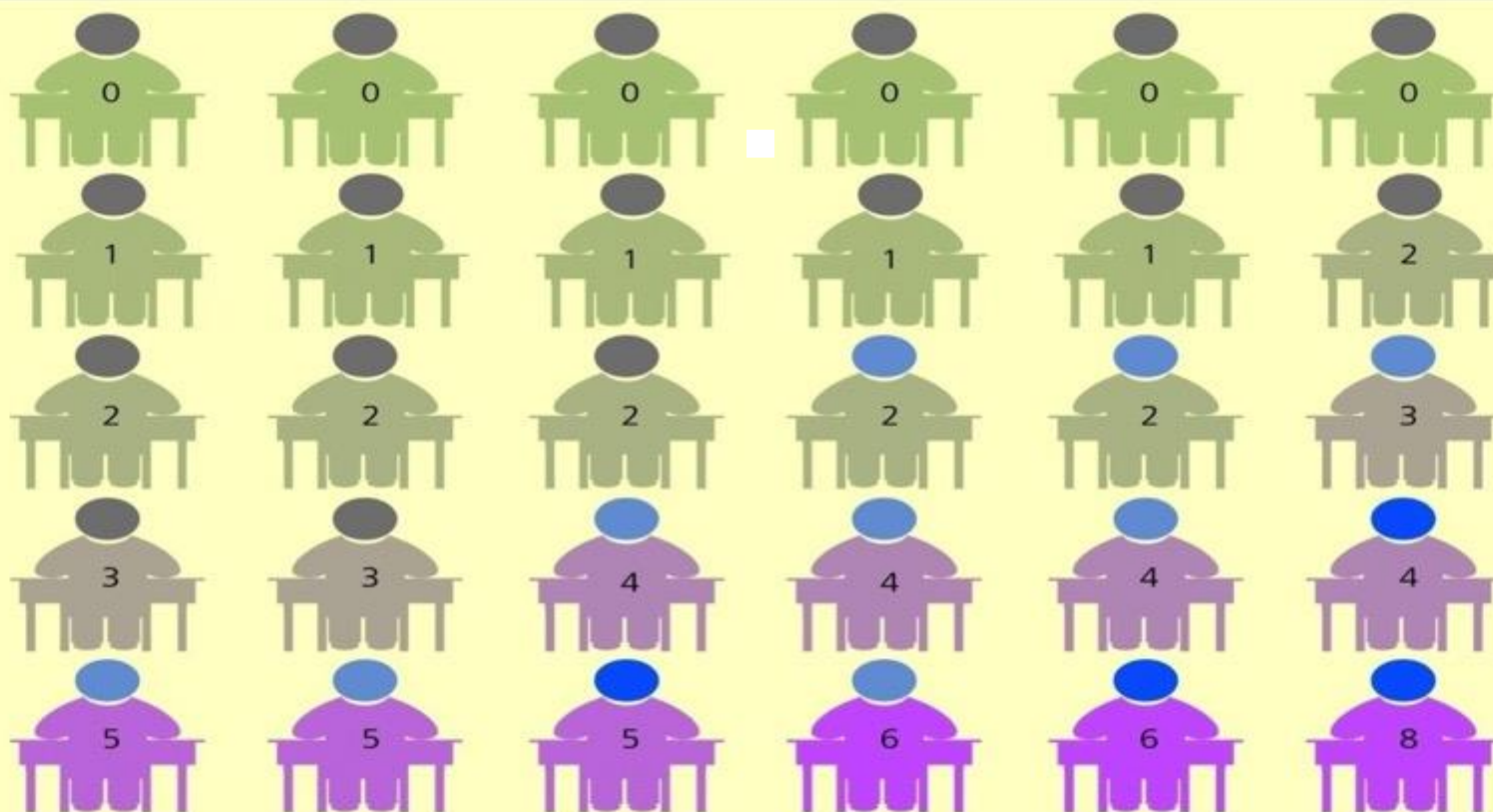
1. Witnessing domestic violence
2. Alcohol or substance abuse in the home
3. Mentally ill or suicidal household members
4. Parental marital discord (as evidenced by divorce)
5. Incarcerated household member

ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

6 students with no ACE
5 students with 1 ACE
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58% (17) students with no exposure to physical abuse or adult to adult violence
29% (9) of students exposed to physical abuse or adult to adult violence
13% (4) of students exposed to physical abuse and adult to adult violence





Future Ready Skills

- **Complex Thinker**
- **Quality Producer**
- **Self-Directed Learner**
- **Responsible Decision Maker**
- **Effective Communicator**
- **Collaborative Teammate**
- **Community Contributor**
- **Conscientious Worker**



**Students who receive SEL
programing, compared with
controls, perform...**

**Social and
Emotional
Learning**

**9%ile Points Higher
in Prosocial
Behavior**

**9%ile Points Lower
in Conduct
Problems**

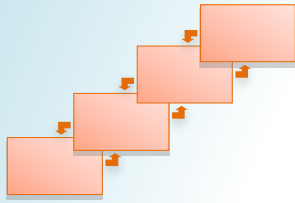
**10%ile Points
Lower in
Emotional Distress**

**11%ile Points
Higher in Academic
Achievement**

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)

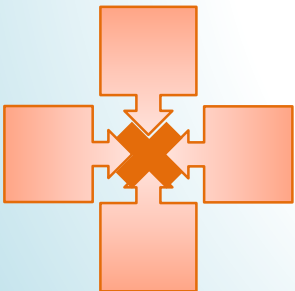
Implementation Science

WHO



Teams

WHAT



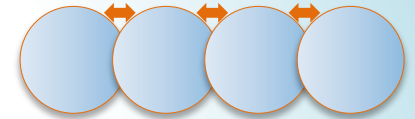
Interventions

WHY



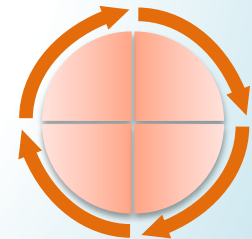
Outcomes

WHEN



Stages

HOW



Cycles



Discussion

- Take a moment and think about your personal “whys”.
- Share your “whys” with the table.

The Tacoma Way: Respect and Responsible

**WHAT: CITY, NEIGHBORHOOD,
DISTRICT, SCHOOL, AND HOME-WIDE
SOCIAL EMOTIONAL LEARNING**

Partnerships and Collaborative Commitments

- Partnerships
 - City
 - Governmental Resource Agencies (e.g., DHS)
 - Community Based Organizations
 - State Educational Agencies
 - Non-profits
 - Other (e.g., family organizations)
- Early Warning System
 - Identification of students in need of more support
 - Evidence-based supports and Interventions

Beyond the School Yard...TWCI in the Community

“The Tacoma Whole Child Initiative may be our best effort to date to improve the quality of our city, our schools, and overall our region, and so we’re extremely optimistic, heavily invested, and excited about the future of Tacoma.”

-Dr. Josh Garcia, Deputy Superintendent

Beyond the School Yard...



“This is the **first time** we have all the right people in all the right places and the buy-in at the schools and communities and school board and gives us a **once in a lifetime opportunity** to give our children a wonderful and fulfilling life.” -**Lyle Quasim, President of the Tacoma/Pierce County Black Collective**

Schools and Community organizations coming together to support students and families



Partnership Readiness

- Agreements
 - 10 year partnership
 - Formalized with MOU
- Visibility and Political Support
 - UW Advancement Office
 - UW Administration
 - Tacoma Black Collective and NAACP (Quasim)
 - Tacoma School Board
 - UW Foundation Board (Behar)
 - Many community agencies
- Funding
 - UW investment
 - TPS investment
 - Private funding
 - Foundations
 - City of Tacoma

Building Better Neighborhoods

- November 14th – Neighborhood Leadership Conference – Kick-off
- Team Building/Planning
- Asset and GIS Mapping
- Action Planning
- Quarterly Meetings

Respectful - Responsible - Safe

Tacoma Whole Child Community Leadership Team



UWT Center for Strong Schools
UWT Nursing and Healthcare
UWT Center for Urban Design
Safe Streets Organization
Tacoma Public Schools
Tacoma Police Department
Foundation for Tacoma Students



KOMO News



WHAT

Exploration

Installation

Year 1 Objective: Readiness for Sustainable Change

Build district and school readiness for sustainable change

School Level

- Establish and build leadership team capacity
- Measure readiness
- Measure school systems and practices
- Funding
- Braid initiatives
- Build staff awareness and buy-in

District Level

- Establish and build leadership team capacity
- Braid initiatives
- Measure readiness
- Funding/Resources
- Align data systems
- Policy
- Strategic plan and whole child benchmarks

Years 2 & 3 Objectives: 1) Positive, Engaging, and Safe Learning Environments and 2) Social Emotional Learning

Implement and evaluate school wide (Tier 1) Positive Behavioral Intervention Supports (PBIS) systems

- Clear, consistent, explicitly taught behavioral guidelines and expectations in non-classroom contexts
- Reinforcement of positive behavior
- Active supervision
- Social emotional learning (SEL)

Readiness

Readiness for PBIS in the classroom

- Build capacity of professional learning communities

Readiness for social emotional screening

Implement and evaluate classroom PBIS

Implement social emotional screening system

Readiness

Readiness for secondary (Tier II) positive behavioral support systems.

Readiness for screening for academic strengths and needs

Readiness for dropout early warning system

Cohort 3

Cohort 2

Cohort 1

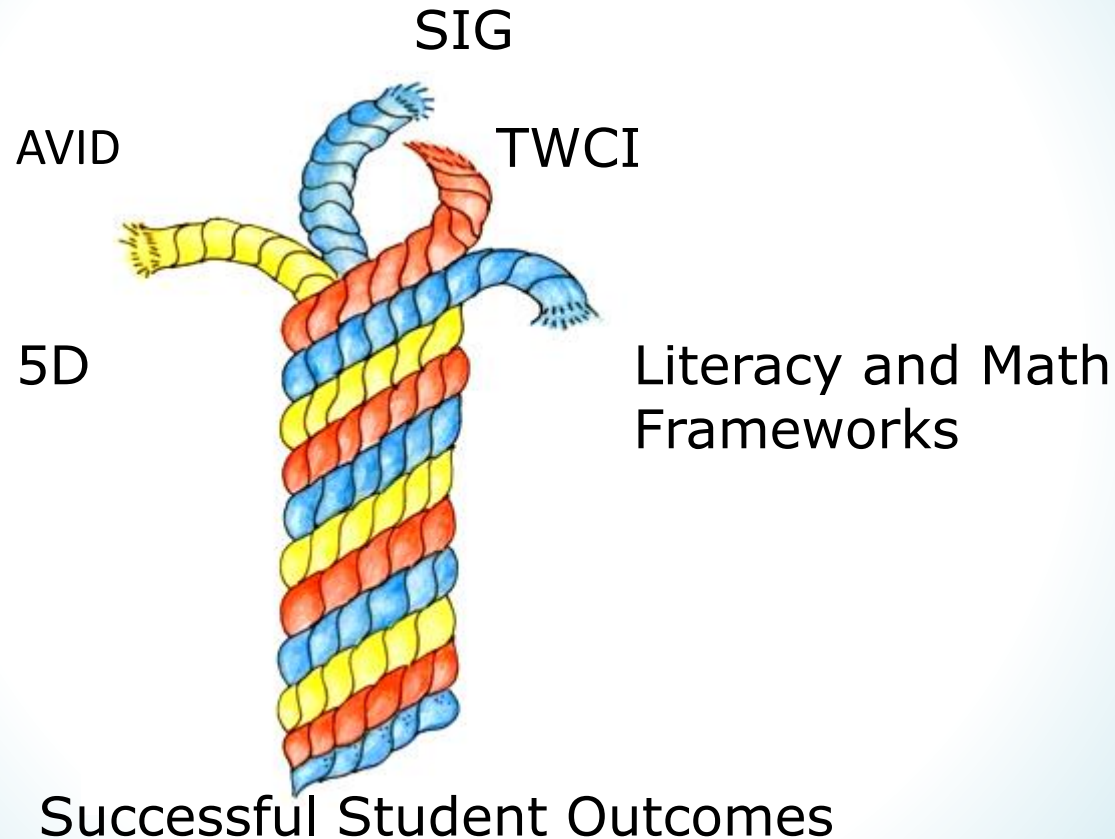
Initial Implementation

Full Implementation

Sustainability

Years 4 & 5 Objectives: 1) Multi-Tiered System of Academic Supports, 2) Dropout Prevention, and 3) Tier II and III Positive Behavioral Supports		Years 6 & 7 Objectives: School-Based Mental Health, Intensive Academic and Social Emotional Interventions, Data-Based Continuous Improvement		Year 8 Objective: Sustain and continuously improve comprehensive system of support
<p>Implement and evaluate secondary (Tier II) positive behavioral support systems.</p> <p>Implement academic screening system</p> <p>Implement dropout early warning system</p> <p>Implement behavioral progress monitoring</p> <p><u>Readiness</u></p> <p>Readiness for tertiary prevention systems of behavioral support (Tier III)</p> <p>Build readiness for school-wide academic progress monitoring</p>	<p>Implement and evaluate tertiary prevention systems of behavioral support (Tier III)</p> <ul style="list-style-type: none"> Behavioral problem-solving procedures Function-based interventions <p>Implement academic progress monitoring</p> <p><u>Readiness</u></p> <p>Readiness for multi-tiered system of academic supports</p> <p>Readiness for evidence-based academic interventions (Tier II and III)</p>	<p>Integrated Case Management for students in need of intensive social emotional supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies <p>Implement multi-tiered system of academic supports</p> <p>Implement evidence-based academic interventions (Tier II and III)</p> <p><u>Readiness</u></p> <p>Readiness for school-based mental health (Interconnected Systems Framework)</p> <p>Readiness for data-based continuous improvement (evaluation of system, tiers, and interventions)</p>	<p>Integrated Case Management and wraparound supports for students in need of intensive supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies. <p>Implement school-based mental health (Interconnected Systems Framework)</p> <p>Implement data-based continuous improvement</p> <p><u>Readiness</u></p> <p>Readiness for sustainability checklists for evidence-based practices and interventions</p> <p>Readiness for institutionalizing quality assurance mechanisms.</p>	<p>Full implementation of multi-tiered system of support</p> <p>Institutionalize quality assurance mechanism to evaluate use of data and nurture organizational culture, leadership, and staff</p> <ul style="list-style-type: none"> Sustainability of training, coaching, district and school implementation teams, professional learning communities, policy, visibility, and funding <p>Sustainability checklists for evidence-based practices and interventions</p>

Braiding Initiatives at the District Level Working Smarter





Adverse Childhood Experiences

1. Personal

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect

2. Family

1. Witnessing domestic violence
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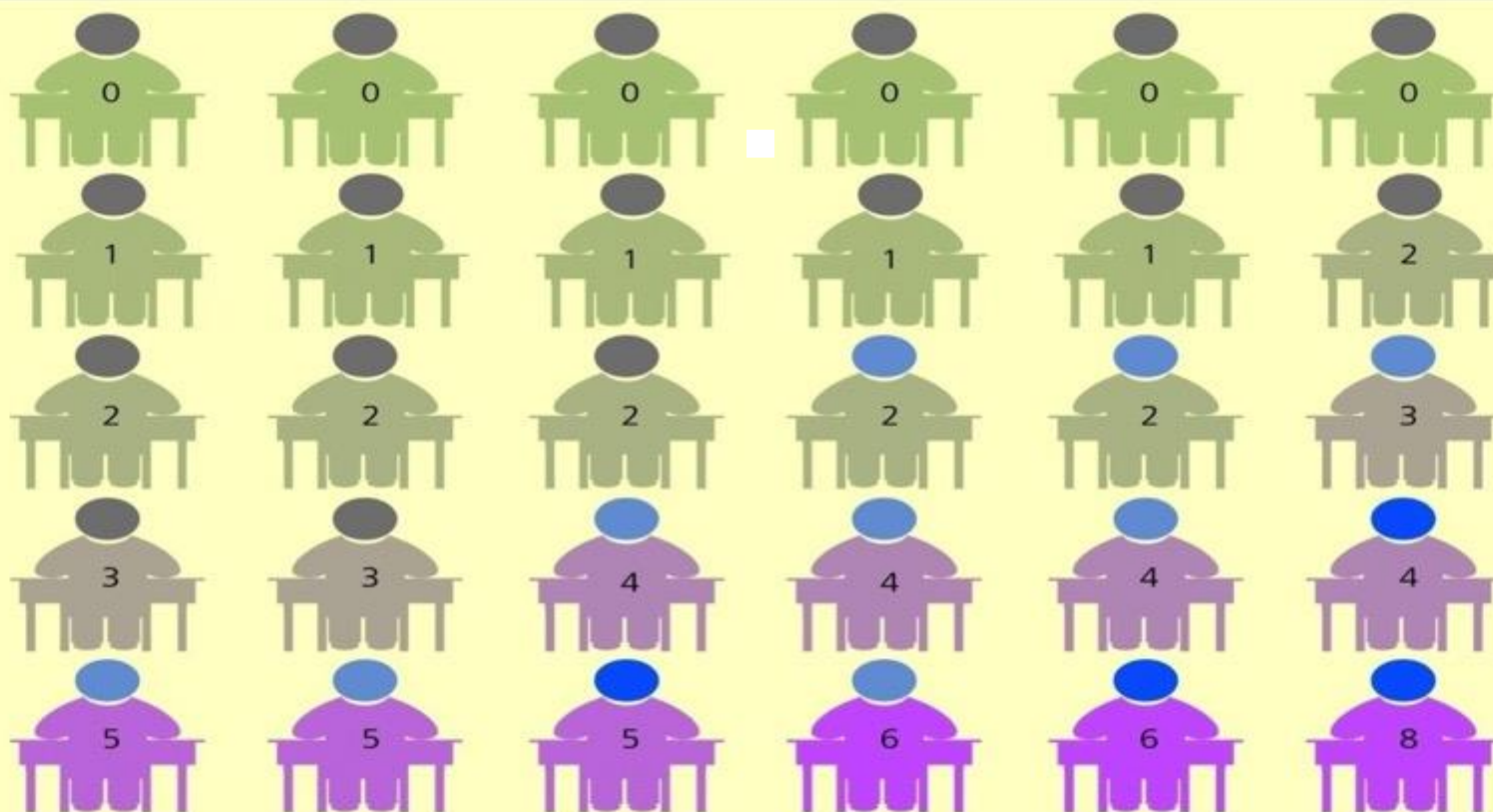


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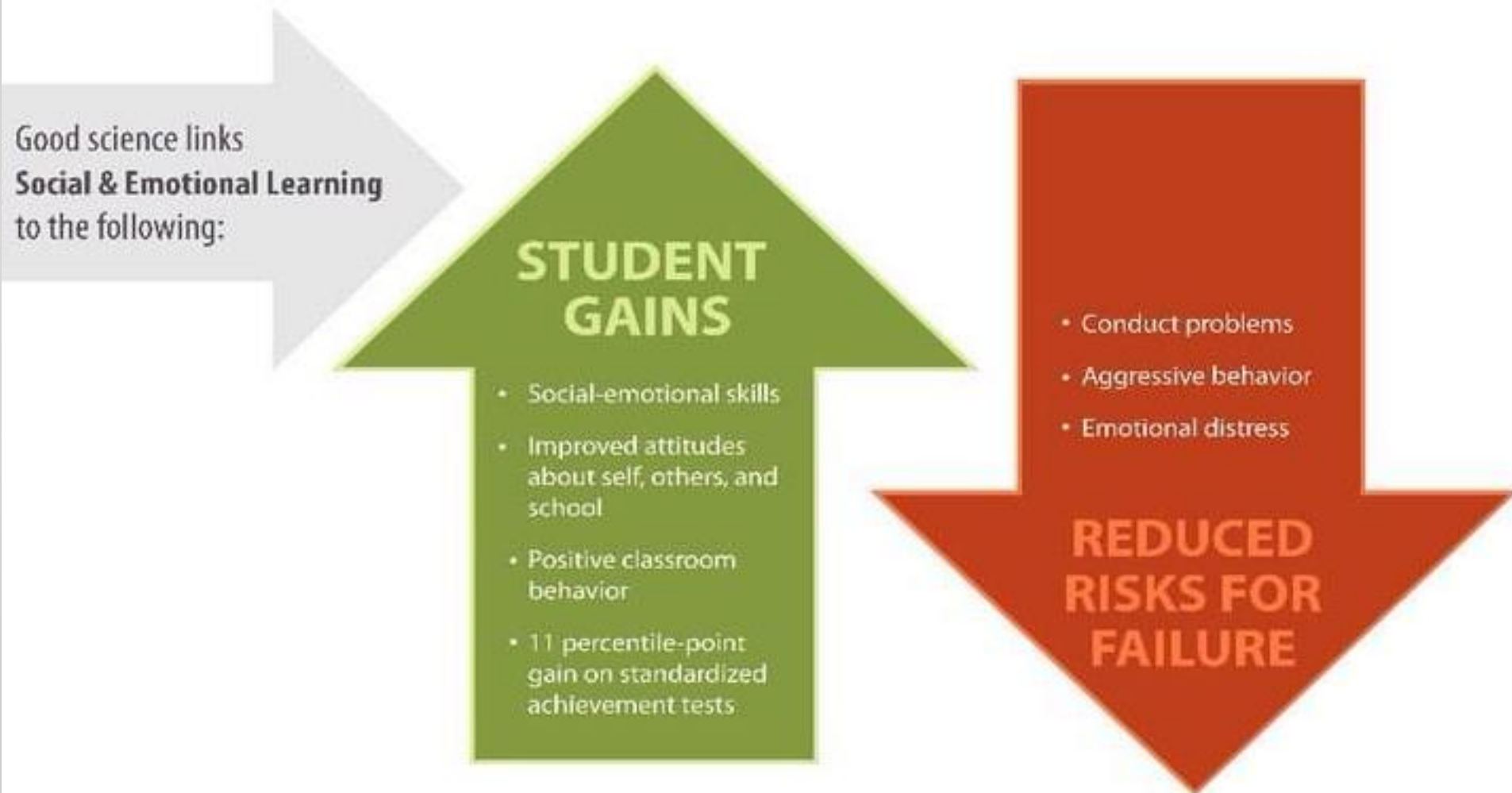
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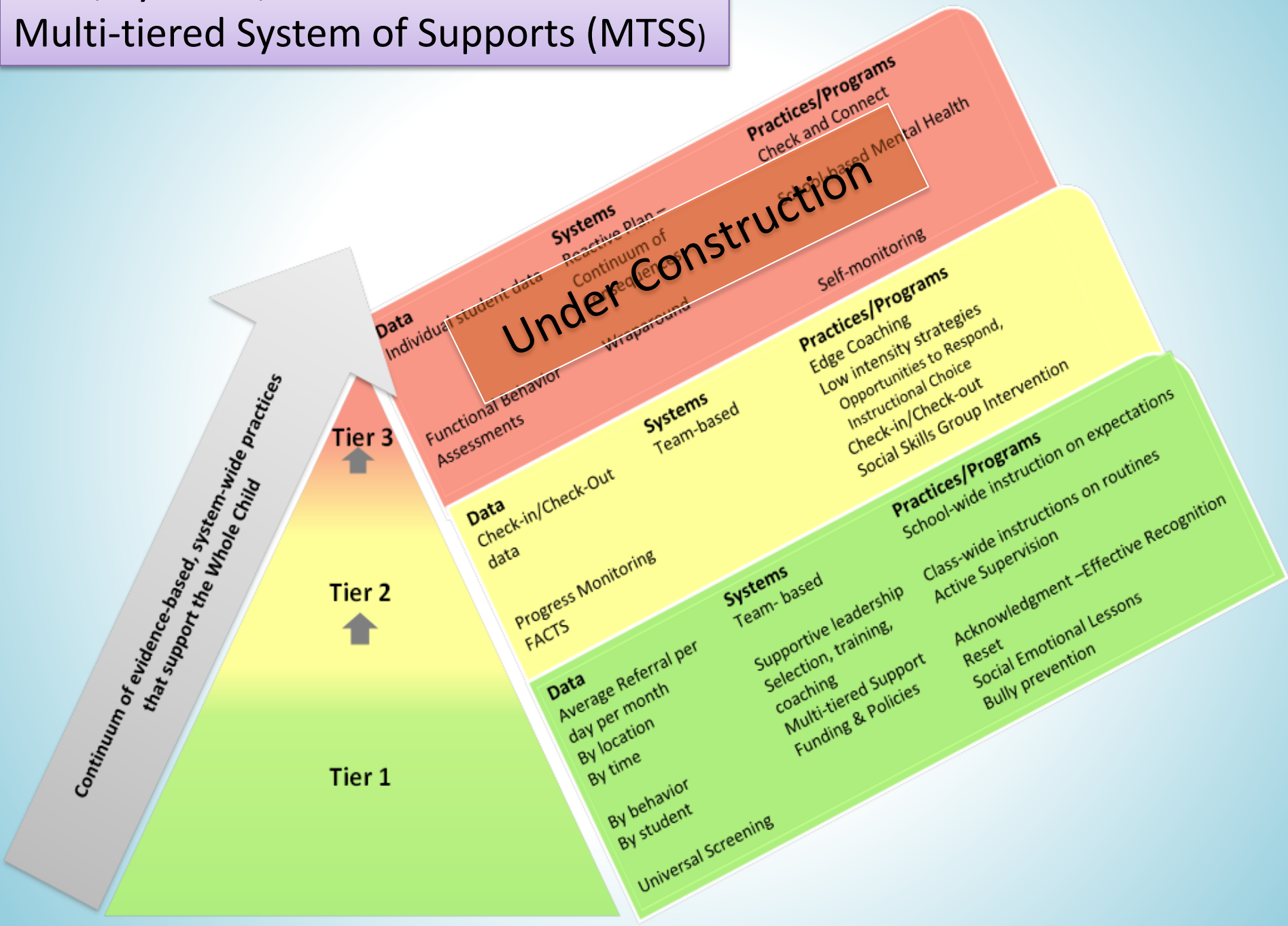




Benefits of Social and Emotional Learning



Data, Systems, and Practices in a Multi-tiered System of Supports (MTSS)



Year 1-3 Team Training Topics

- TWCI Awareness
- Social Emotional Learning
- Teaching and Reinforcing Expected Behaviors (Tier 1 PBIS)
- Using Data to Drive Decision Making
- Fidelity Measures
- Evidence-based Interventions
- Classroom Management
- Tier 2 PBIS including Check In/ Check Out
- Check and Connect
- Universal Screening
- Parent Support/Engagement in TWCI

Building Leadership Training

One Full Day
Session
Fall 2014
Cohorts 1 & 2



Five Two-Hour
Sessions
October - May 2015
Cohorts 1 & 2



Two Full Day
Sessions
June 2015
Cohorts 1-3



One Full Day
Session
Fall 2015
Cohorts 1-3

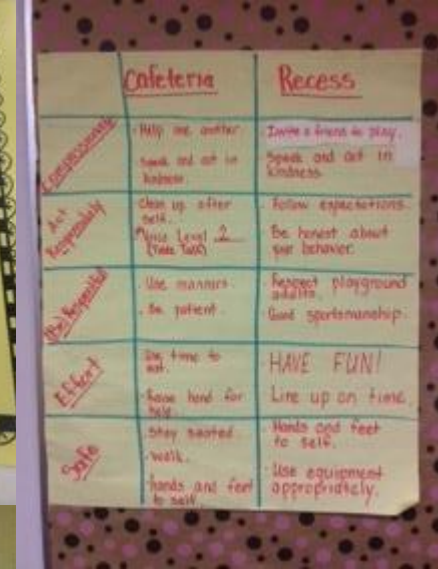


Implementation Materials

Roosevelt's 1 st Grade Classroom					
	Independent Work	Group Work	Whole Group (Carpet)	Transition	Lines
					
R espectful	Level 0-1 Voice	Level 1-3 Voice	Raise hand to talk.	Level 0-2 Voice	0 Voice
A lways responsible	Working the whole time.	Participating in conversation.	Listening to the speaker. SLANT	Clean up after self.	Head behind head, shoulders behind shoulders.
M ake time to be kind	Share supplies.	Wait your turn to share. Listen.	Be an active listener.	Help others clean up.	Stay in your line space.
S afe choices	Stay in your space. Four on the floor.	Hands and body to self.	Sitting like a "S."	Walking feet.	Walk

Roosevelt Hallway Guidelines				
	Entrada	Independiente	Sistema de amigos	En línea
	 Salida			
R espectful	0-1 Voz	0-1 Voz	0-1 Voz	0-1 Voz
A lways Responsible	Caminar hacia destino	Caminar hacia destino	Caminar hacia destino	Caminar hacia destino
M ake time to be kind	Ola silenciosa, sonreír	Ola silenciosa, sonreír	Ola silenciosa, sonreír	Ola silenciosa, sonreír
S afe choices	Mantenga sus manos, pies y objetos consigo Caminar	Mantenga sus manos, pies y objetos consigo Caminar	Mantenga sus manos, pies y objetos consigo Caminar	Mantenga sus manos, pies y objetos consigo Caminar

Roosevelt Hallway Guidelines				
	Entry/Exit	Independent	Buddy System	In Line
	 Entry/Exit			
R espectful	0-1 Voice	0-1 Voice	0-1 Voice	0-1 Voice
A lways Responsible	Walk to your destination	Walk to your destination	Walk to your destination	Walk to your destination
M ake Time to be Kind	Silent wave, Smile	Silent wave, Smile	Silent wave, Smile	Silent wave, Smile
S afe Choices	Keep hands, feet and objects to self Walk	Keep hands, feet and objects to self Walk	Keep hands, feet and objects to self Walk	Keep hands, feet and objects to self Walk



2015-2016

[illegible]

Define the Good.
See the Good....
Reward the Good....

WHITMAN ELEMENTARY

GUIDELINES FOR SUCCESS

Positive attitude

Respect myself and others

I will accept responsibility


Do my best

Expect success



POSITIVE BEHAVIOR SUPPORT

S
SAFETY



**TAKE
RESPONSIBILITY**





**A
ACTIVE
LEARNING**



COURT	CLASSROOM	PLAYGROUND	HALLWAYS	BATHROOM
COURT * Take care of your lunch items * Eat in a timely manner * Speak and walk kindly * Level 0-2 voice	CLASSROOM * Take care of your lunch items * Eat in a timely manner * Speak and walk kindly * Level 0-2 voice * Keep hands off of objects * Stay seated when your class is not to be	PLAYGROUND * Take care of your lunch items * Eat in a timely manner * Speak and walk kindly * Level 0-2 voice * Keep hands off of objects * Stay seated when your class is not to be	HALLWAYS * Take care of your lunch items * Eat in a timely manner * Speak and walk kindly * Level 0-2 voice * Keep hands off of objects * Stay seated when your class is not to be	BATHROOM * Take care of your lunch items * Eat in a timely manner * Speak and walk kindly * Level 0-2 voice * Keep hands off of objects * Stay seated when your class is not to be



The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

ZONES Check-In



I



feel



.



I'm in the



Zone.

Icons of the Four **ZONES**

Cut out the visuals below if modifying Zones Check-In into a communication board.

BLUE

GREEN

YELLOW

RED



The ZONES

The ZONES of Anger?

Blue Zone	Yellow Zone	Red Zone	White Zone
 Calm Happy Love Kind Forgiving	 Frustrated Annoyed Worried Nervous Tired	 Angry Hurt Jealous Mean Cruel	 Shocked Scared Surprised Disappointed Sad



Student Life

Student Life Home
Athletics & Activities

High School

Middle School

Registration

Field & Stadium Renovation

Young Ambassadors

Tacoma Whole
InitiativeHarassment,
Intimidation and
Bullying

Contact

A Message
Why we need

The Tacoma School District believes that all students have the right to a safe and supportive learning environment. Through this belief, we have an experience understanding on the overall collaboration,

Through this initiative:

- A roadmap for the future
- Educational values
- A laser-like focus on standards
- System accountability for students
- Parent and community involvement and academic achievement
- Annual budget objectives

Academic Excellence

14 benchmarks

Partnerships

7 benchmarks

Early Learning

6 benchmarks

Safety

10 benchmarks

Strategic Plan

Strategic Plan

Goal 4: All schools will create and maintain safe learning environments that promote excellent academic achievement.

*Stories behind the data...*

Positive Behavior and Supports: Franklin Elementary Pilot Program

Tacoma's Franklin Elementary School embarked on an innovative pilot program to improve academic outcomes and reduce discipline referrals. Positive Behavior and Supports (PBS) is a positive, proactive approach to dealing with behavior.

How Mount Tahoma senior helps diversity flourish at school

[Goal 4 Monitoring Reports](#) - ongoing updates to the School Board.

[HELP](#) - an overview of how to use the benchmarks.

Suspensions/Expulsions: Elementary

The percentage of students without suspensions or expulsions.

[OPEN](#)[LEARN MORE](#)

Behaviors: Elementary

The percentage of students with behaviors that result in state reported actions.

[OPEN](#)[LEARN MORE](#)

Suspensions/Expulsions: Middle

The percentage of students without suspensions or expulsions.

[OPEN](#)[LEARN MORE](#)

Behaviors: Middle

The percentage of students with behaviors that result in state reported actions.

[OPEN](#)[LEARN MORE](#)

Suspensions/Expulsions: High

The percentage of students without suspensions or expulsions.

[OPEN](#)[LEARN MORE](#)

Behaviors: High

The percentage of students with behaviors that result in state reported actions.

[OPEN](#)[LEARN MORE](#)

Climate Survey

The number of surveys returned.

[PARENTS](#)[STAFF](#)[STUDENTS](#)[LEARN MORE](#)

Healthy Youth Survey

The percentage of responses.

[OPEN](#)[LEARN MORE](#)



Discussion

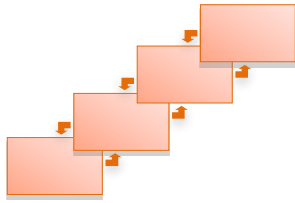
- What is the Tacoma Whole Child?
- What does it mean to take a “whole child” approach?
- What are the benefits of taking a “whole child” approach?
- What questions do you still have?

Implementation Science

HOW

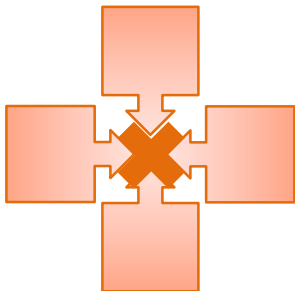
Implementation Science

WHO



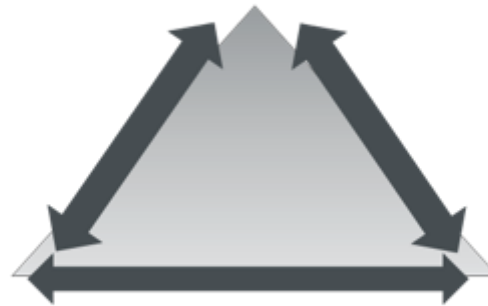
Teams

WHAT



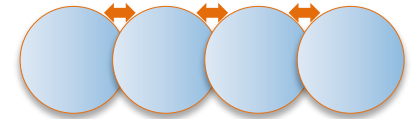
Interventions

WHY



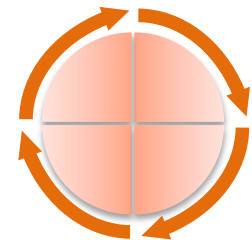
Outcomes

WHEN



Stages

HOW



Cycles

GOAL 1: ACADEMIC EXCELLENCE

All students will perform at or above grade level and we will eliminate disparities among all groups.



Read the story of Marcus and two other Mount Tahoma students who got back on track to graduate on time at tacomaschools.org/strategicplan.

In addition to taking online classes and passing state-required tests, 2015 Mount Tahoma grad Marcus McClain earned credit for working at Metro Parks STAR Center, which helped him graduate on time.

"Not a lot of my family had a graduation. They see it as a big accomplishment for me."

Marcus McClain, 2015 Mount Tahoma High School Grad

Our CORE VALUES What we believe

- Students first
- Results matter
- Flexible continuous improvement
- Data-driven decision making
- Effective leadership
- Parent/community partnership
- Cultural understanding
- Equity
- Quality instruction for everyone
- Rigor and relevance
- Accountability
- Transparency

Our VISION What we want to be

We will be an outstanding school district in which all students exhibit high standards of achievement and critical thinking skills, and are socially responsible, contributing members of their community.

MEASURING THE WHOLE CHILD

Accountability in Tacoma Public Schools
2015 - 2020

To determine grade level, the following benchmarks are used:

Pre-K to 5

Each elementary school will complete an annual summary of the building's Social Emotional Learning Action Plan.

Grade 5

State assessment: % of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

Report card: % of students scoring at each level in reading competencies and math competencies on their report card (December and June)

Grade 8

State assessment: % of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

Report card: % of students earning a "C" or higher in algebra or geometry and in language arts 8 (each semester)

Grade 9

% of students failing one class (weekly)

% of students failing more than one class (weekly)

Grade 11

State assessment: % of students scoring at each level of the state assessments (Smarter Balanced) in English language arts and math (annually)

Middle School

Extracurricular activities: % of students enrolled in extracurricular activities (annually)

Graduation

% of students graduating on time - PRIORITY BENCHMARK

% of students graduating with extended time - PRIORITY BENCHMARK

% of students dropping out - PRIORITY BENCHMARK

% of students re-enrolled from drop out - PRIORITY BENCHMARK

Prepared for Life After High School

% of students who have a verified acceptance letter from next institution (community college, university, military, apprentice program, etc.)

High School

Extracurricular activities: % of students enrolled in extracurricular activities (annually)

Eligibility/readiness

% of students taking at least one Advanced Placement, International Baccalaureate, Running Start or College in the High School course

% of students who have earned industry recognition

TACOMA
PUBLIC SCHOOLS
EVERY STUDENT. EVERY DAY.

For more information, visit the Tacoma Public Schools website at

www.tacomaschools.org/strategicplan



Our MISSION What we do

In partnership with parents and community, we will provide a comprehensive educational experience that is rigorous, individualized and enables students to contribute to a changing and diverse world.

TACOMA
PUBLIC SCHOOLS
EVERY STUDENT. EVERY DAY.



Empowering student achievement through data

K-12 Academic Benchmarks

The following collection of benchmarks reflects how we are doing in achieving our strategic goals.

*Beginning with the 2014-15 school year, improvements have been made in the accuracy of enrollment calculations. Prior year calculations may be off less than .5%.

[? HELP](#)

Download *Measuring the Whole Child: Accountability in Tacoma Public Schools*



Goal 1 Academic Excellence

All students will perform at or above grade level and we will eliminate disparities among all groups.

[FEEDBACK](#)

UPDATED Graduation Rates

The percentage of high school students graduated on time, dropped out or are continuing.

[OPEN](#)

[LEARN MORE](#)

Goal 3 Early Learning

We will focus on early assessment and intervention at the Pre-K through third grade levels to ensure early academic success.

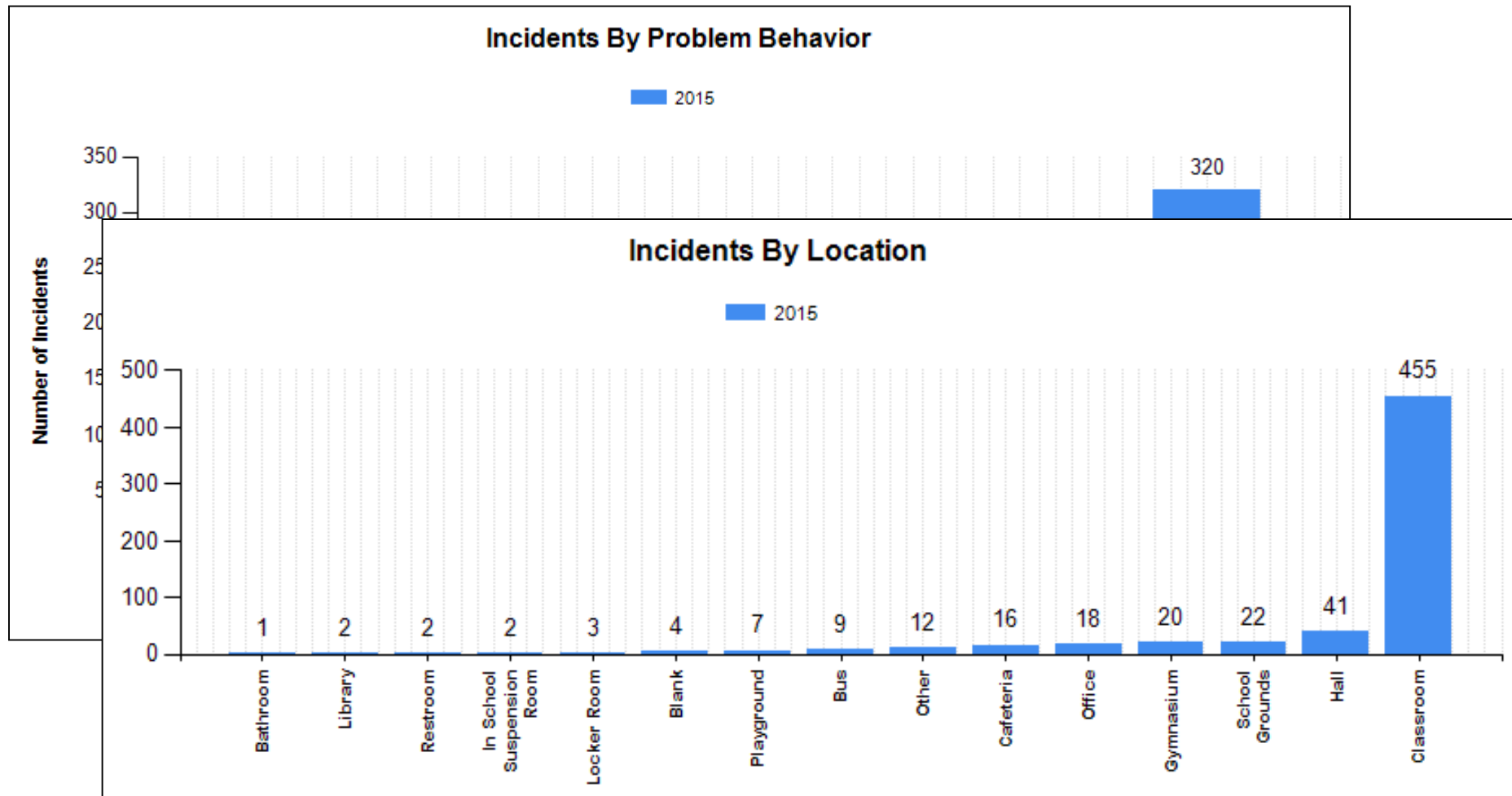
Students Meeting MSP Standards

The percentage of elementary students meeting Measurement of Student Progress (MSP) standards.

[OPEN](#)

[LEARN MORE](#)

Use of Data to Drive Decisions



Use of Data to Drive Decisions

STUDENT_ID	NAME	INCIDENT_DATE	DESCRIPTION	GRADE	GENDER	Race	SPED	ELL	LOCATION
		2014-11-05	Disruptive Conduct	08	F	White	N	N	Classroom
		2014-12-16	Disruptive Conduct	08	F	American Indian	N	N	Gymnasium
		2014-09-12	Disruptive Conduct	08	M	White	Y	N	Classroom
		2014-12-02	Disruptive Conduct	08	M	White	Y	N	Classroom
		2014-09-29	Disruptive Conduct	08	F	Hispanic	N	N	Hall
		2014-12-17	Disruptive Conduct	07	M	White	N	N	School Grounds

STUDENT_ID	NAME	INCIDENT_DATE	GRADE	GENDER	RACE	SPED	ELL	ACTION_DESC	ACTION_START	ACTION_END	INCIDENT_LOCATION
		2014-10-2	07	M	White	Y	N	Short-term Suspension	10/24/2014	10/28/2014	Classroom
		2014-10-2	06	M	White	Y	N	Short-term Suspension	10/24/2014	10/24/2014	In School Suspension R
		2014-09-2	06	M	White	Y	N	Short-term Suspension	9/25/2014	9/25/2014	Bus
		2014-11-1	07	M	African Am	N	N	Short-term Suspension	11/14/2014	11/18/2014	School Grounds
		2014-11-2	08	F	African Am	N	N	Short-term Suspension	11/25/2014	12/2/2014	Blank
		2014-11-0	08	F	African Am	N	N	Short-term Suspension	11/10/2014	11/12/2014	Gymnasium
		2015-01-1	07	F	White	Y	N	Short-term Suspension	1/14/2015	1/16/2015	Classroom
		2014-12-1	07	F	White	Y	N	Short-term Suspension	12/17/2014	12/19/2014	Classroom
		2014-11-2	07	F	White	Y	N	Short-term Suspension	11/21/2014	11/28/2014	Classroom
		2014-12-0	06	M	White	Y	N	Short-term Suspension	12/8/2014	12/9/2014	Classroom
		2014-11-1	06	M	White	Y	N	Short-term Suspension	11/14/2014	11/18/2014	School Grounds
		2014-11-1	08	M	African Am	N	N	Short-term Suspension	11/14/2014	11/18/2014	School Grounds
		2014-11-1	06	M	White	N	N	Short-term Suspension	11/14/2014	11/18/2014	School Grounds
		2015-01-0	06	M	Other/Mul	N	N	Short-term Suspension	1/12/2015	1/13/2015	Classroom
		2014-11-0	06	M	Other/Mul	N	N	Short-term Suspension	11/6/2014	11/13/2014	Hall
		2014-10-0	06	M	Other/Mul	N	N	Short-term Suspension	10/2/2014	10/8/2014	Classroom
		2014-09-2	06	M	Other/Mul	N	N	Short-term Suspension	9/25/2014	9/26/2014	Classroom
		2014-09-1	06	M	Other/Mul	N	N	Short-term Suspension	9/15/2014	9/17/2014	School Grounds
		2015-01-1	06	F	African Am	Y	N	Short-term Suspension	1/13/2015	1/14/2015	Classroom
		2014-10-0	08	M	White	N	N	Short-term Suspension	10/3/2014	10/6/2014	Classroom

What is Success?

- 100% College Ready? What College (Technical, Community and or University)?
- 100% Career Ready? What Career?
- 100% Safe?
- 100% Healthy?
- 100% Clean Buildings?
- 100% Compliance Standards?
- All the above? What is the most important?



You need to build, operate and maintain a community that meets codes and adult “needs”:



You need to build, operate and maintain a community that ensures Safety from:

- The brutality of murder and violence...
- The hardship of poverty and loss...
- The corruption of sin and darkness...
- The terror of gunshots and stabbings...
- The bitterness of homelessness and empty pockets...
- The snare of mental illness and all discrimination...
- The silence of apathy and neglect...
- The deserts of ignorance and suffering...
- The Arrogance of racism and greed...
- The burden of grief and despair...
- From Evil...
- From Evil...
- From Evil...





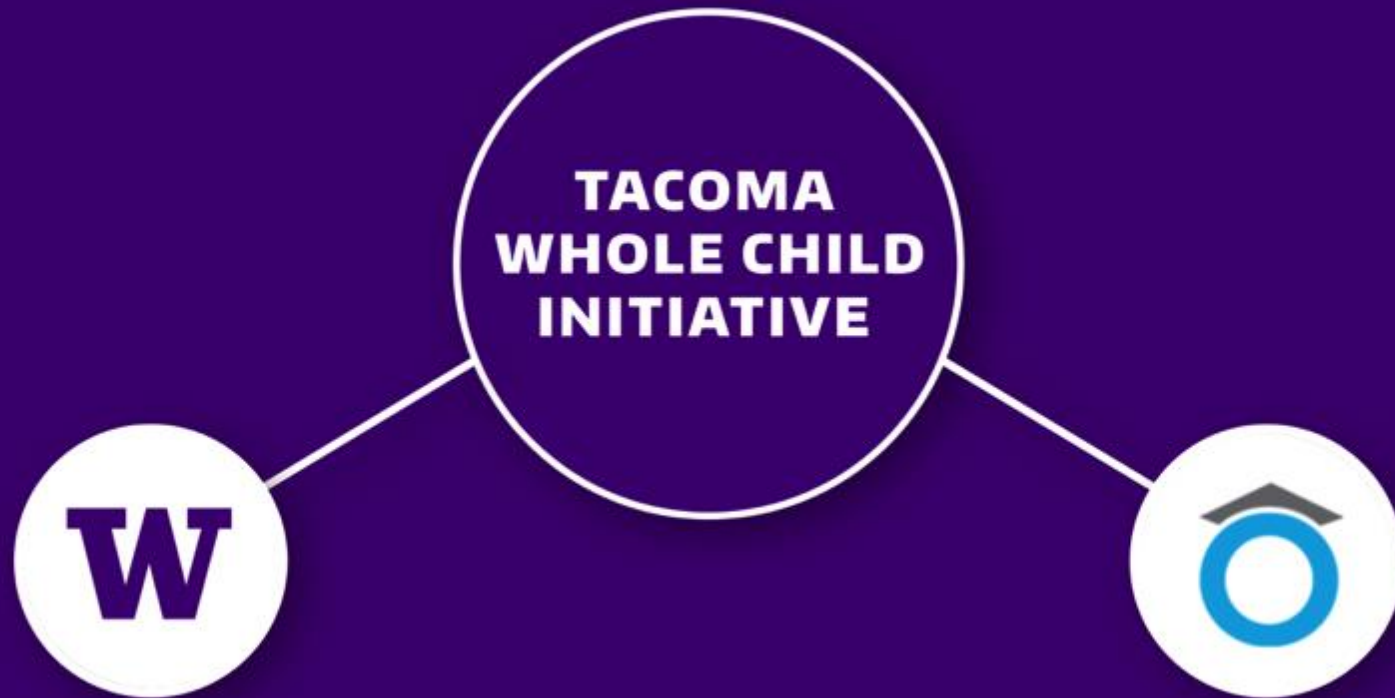
At the Breakfast Table – What is the difference between the chicken and the pig?

A story of a partnership...



The Tacoma Whole Child Initiative

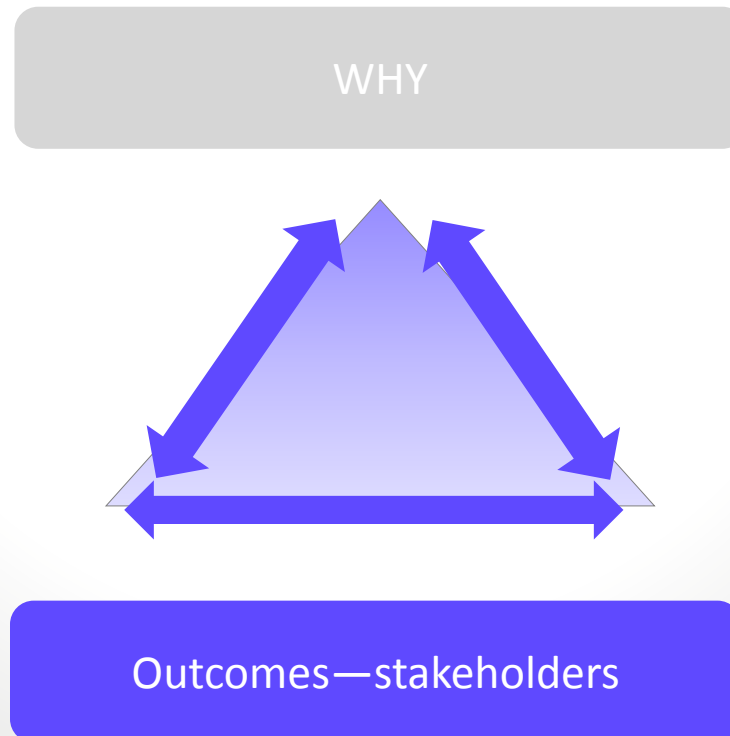




**SUSTAINABLE SCHOOL AND COMMUNITY
TRANSFORMATION**



Implementation Science: Starts with the WHY



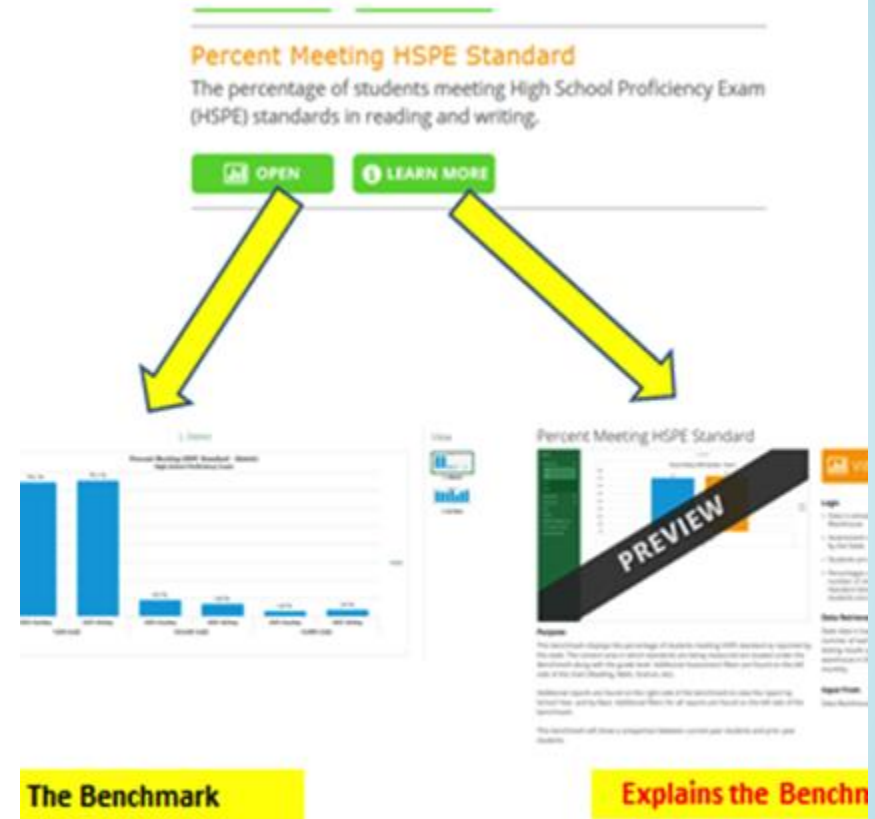


"Last year I was lucky to have 5 minutes to myself and this year I get 1.5 – 2.0 hour chunks of time with no issues. I am no longer taking all my work home and I am in the classrooms all the time — the difference is amazing!" **Aaron Wilkins, Principal Boze Elementary**

"This approach leads to less stress and more happiness in their job and we are starting to see that. We are already starting to see the successes...teachers are having more time to teach." **District Administrator, Tacoma Public Schools**

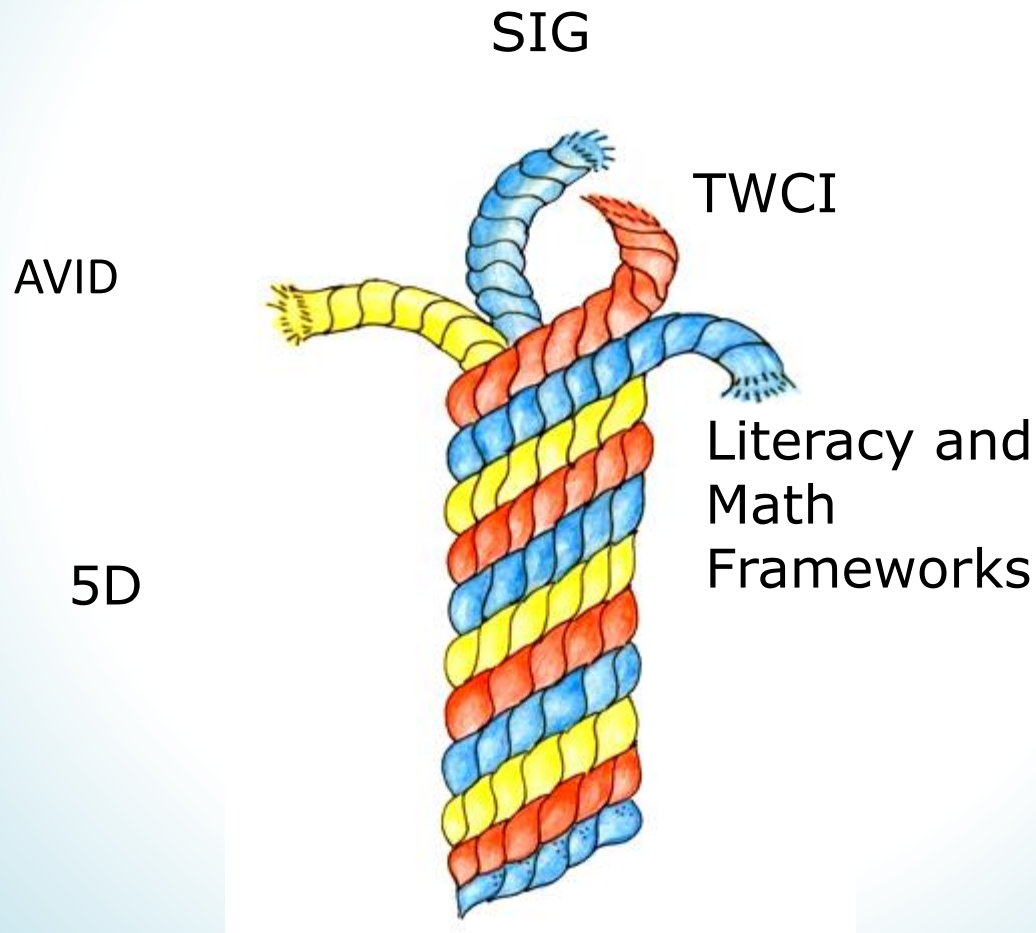
WHY THIS VERSION IS USEFUL TO OUR DISTRICT...

- Provides transparency in the data
- Aligns financial resources to the priorities/benchmarks, through new [Budgeting by Priorities System](#)
- Builds trust
- Allows [our partners to support shared goals](#)
- Gives an accurate reflection of our growth and next steps
- Clearly articulates [achievement gaps](#)



Braiding Initiatives at the District Level

Working Smarter



Educator Outcomes



↓
Stress , anxiety, &
burnout

↑
Time to Teach

- 3-4 more hours of instruction per week
- Less job-related stress
- Happier
- Greater job satisfaction
- Improved self-efficacy
- Better health
- More likely to stay in profession
- Greater student engagement



What do you know about learning?

Educate

(an education) an enlightening experience:

- late Middle English: from Latin *educat*-'**led or draw out**'

We keep on trying to shove knowledge in...



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Sponge – what gets sucked up?



Capacity Limitations

Sieve – what sticks?



Keeps only what connects....



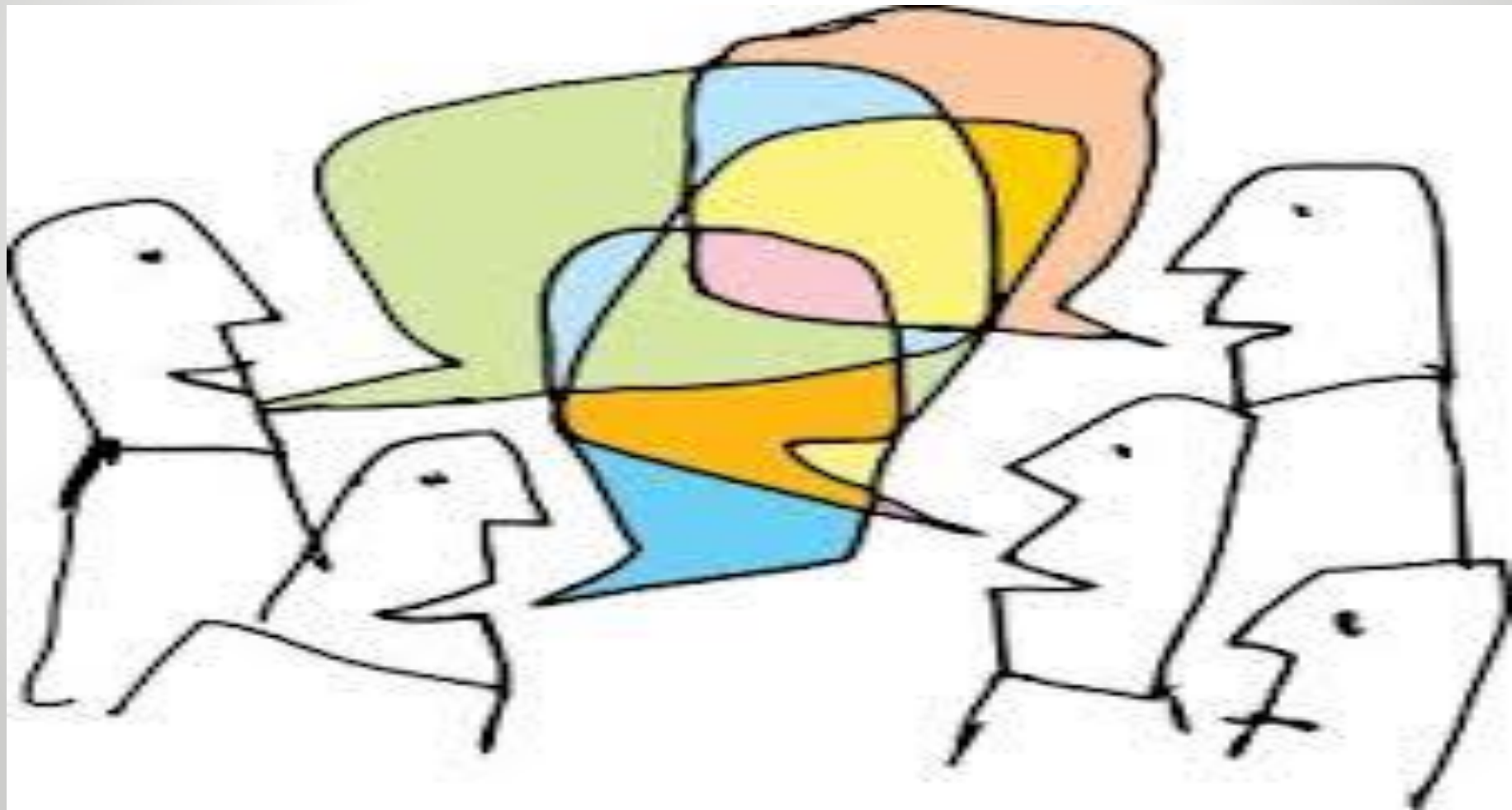
What Do We Want From our Graduates?

- **Complex Thinker**
- **Quality Producer**
- **Self-Directed Learner**
- **Responsible Decision Maker**
- **Effective Communicator**
- **Collaborative Teammate**
- **Community Contributor**
- **Conscientious Worker**



CENTER FOR
**STRONG
SCHOOLS**

LEADING COMMUNITIES TO SUSTAINABLE CHANGE





What is the Challenge For You?



Safe:

How do we operationalize our community so that our students are safe to access our assets and safe to learn?

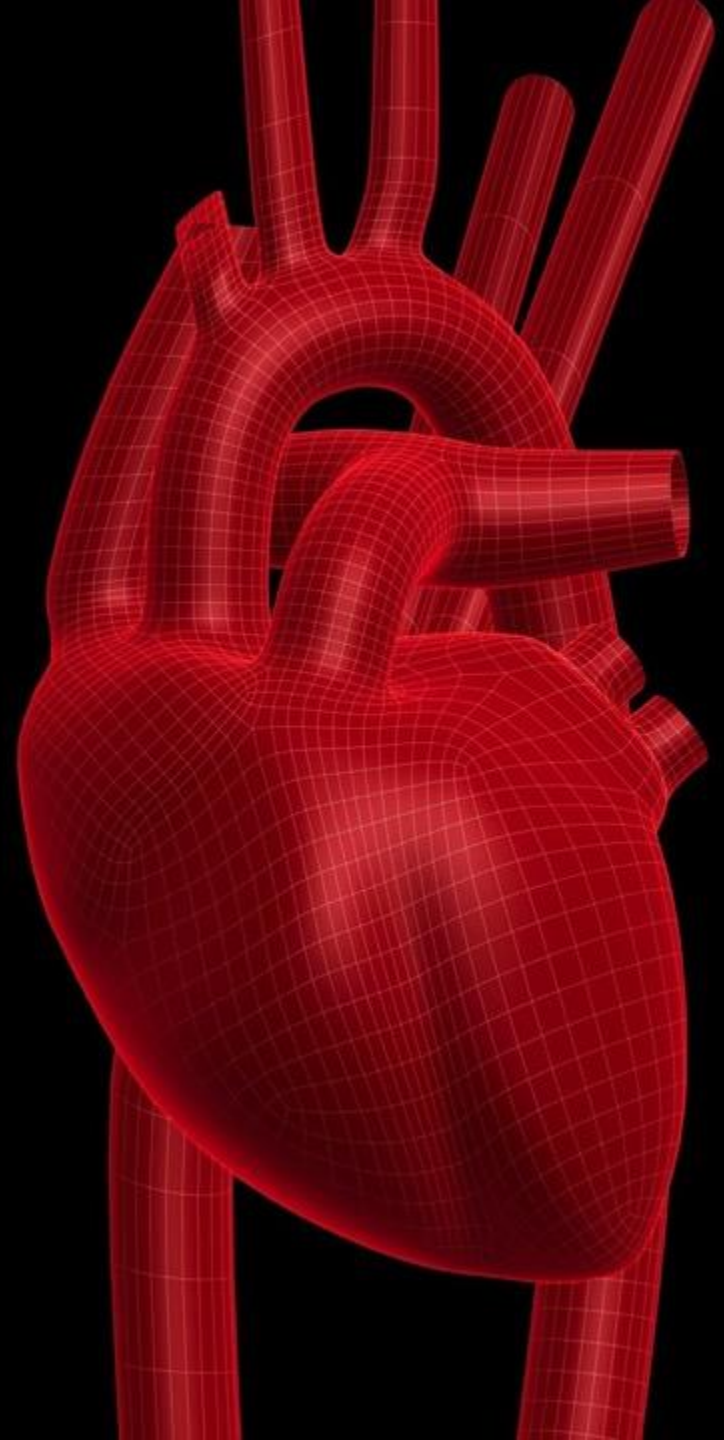


How do we
develop and
implement
protocols that
Support our
students and
community?



**Measuring the
partnerships that
each community
establishes to
ensure every child
has the resources
necessary to be**

Healthy



What are unique design or access features of
our community assets that will

Engage students during the day and
the community throughout the year?

**How does the operation
of our schools and
community**

Challenge our
staff, students and
community to collaborate
in new ways?





The Relationship is the Conversation and the Conversation!

Turn and Talk:

How does Tacoma
ensure every child is:

Safe?

Supported?

Healthy?

Engaged?

Challenged?





How One Community Is Putting Theory Into Practice

Challenge



The Why – Student Success = Access x Equity X Quality

In order to create a Whole Child Accountability System in a public setting there needs to be an intentional plan that is relentlessly worked, monitored and adjusted.

Starting With End in Mind

- What is Success?
- Excellence measured with “Laser” like focus.
- Benchmarks reported publically on the following:
 - Healthy – Social Emotional Learning
 - Engagement – Participation in Extra-curricular and Rigor
 - Safety – Discipline
 - Challenged – Rigor
 - Supported - Partnerships

Equity – Policy GAP Analysis

- **Policy :**

- Policy 5265 - [Non Discrimination](#) – Overarching equity policy
- Policy 2000 - [Credit Attainment](#) - Using multiple measures to demonstrate learning mastery
- Policy 2406 – [Academic Acceleration](#) – “Opt out” versus “Opting in” to College Level Courses
- Policy 2405 – Individual Academic Course Selection - Allows students to challenge out of courses in order to advance to the next level
- Policy 2408 – [IB Diploma](#) – Allows students that sit for IB Diploma to waive other course work.

Equity – Program Gap Analysis and Alignment

- **Program Implementation:**
- AVID – Comprehensive middle school program
- Varied Offerings -Advance Placement, International Baccalaureate, College in the High School, Running Start
- Support - College and Career Counselors
- Tutoring through university partners -PLU & UPS. Community partners also provide tutoring support
- Free Summer School (8000+), Enrichment, Remediation, Acceleration (Community (16,000+)
- Alignment – To reduce remediation (Tacoma Community College)

Equity – Practice Gap Analysis

- **Practices Implementation:**
 - City wide plan for Gifted and Talented
 - City wide Special Education Inclusion Model
 - “Discover U” Day – Free SAT/PSAT for all, in school on the same day
 - Formalized MOU with Universities (UWT, PLU, UPS, TCC)
 - Non- profit alignment and support – Tacoma College Support Network, Foundation for Tacoma Students

Access = An Example of Removal of Barriers

- Step 1 - Identification of the *Barriers* that can limit students access to college.
 - Qualification Criteria
 - Financial Assistance
 - Knowledge of the College and University System
 - Partnership
- Step 2 – Relentlessly work to remove Barriers!
- Step 3 – Repeat Cycle

Removing Access Barriers

- **Qualification Criteria:**
- SAT Testing – Every 12th grader in Tacoma takes the SAT for Free
- PSAT – Every 10th and 11th grader takes the PSAT for Free
- Rigorous Course Exams – AP and IB exams are free (as many as the student wants)
- Grades – Increased parent/guardian communication (Mobile AP, Home Access Center, robo calls –using multiple languages)

Removing Access Barriers

- **Financial Barriers:**

- College Bound Scholars – 90% participation of eligible students
- Husky Promise – over 100K to Tacoma Students Alone
- UPS – Gap Scholarship
- Palmer Scholars – Community scholarship and coaching
- Others - College Success Foundation, MDC, Jobs 253 (allows students to attend summer school and earn money), THA college savings at First Creek MS and many more

Removing Access Barriers

- **Knowledge of College and University System:**
 - [Plan4College](#) – Website to centralize information
 - Regional and Site based financial aid assistance
 - AVID, TRIO and HERO – Academic coaching, class support and structure to being prepared
 - Regional and city wide college showcases – Brings college to Tacoma
 - Monitoring Verified Acceptance to Next Institution (VANI)
 - Tracking and accountability system
 - Discover U – Every elementary and middle school has activities regarding college awareness on the same day as High Schools are taking the PSAT and SAT
 - [Advanced Programming Information](#) on Web

Removing Access Barriers

Partnerships:

- [Pathways to Promise](#) – Guarantee access for Tacoma students with 2.75 GPA to UWT
- TEACH 253 – Guarantee access to PLU Education Program & Financial Aid Assistance. Upon graduation, priority interview status at TPS
- [Tacoma Public Schools Commitment Program](#) A program meeting the full financial need of eligible graduates from Tacoma district public high schools to attend University of Puget Sound
- Leadership – We now have senior level administrators on UWT, Bates Technical College and Palmer Scholars Board of Directors

Ensuring Quality

- Recognized a State designated “Innovation Zone”
- Increased graduation rates – approximately 20% increase in 4 years
- Increased SAT and PSAT participation – over 90% participation rates
- Increased students in college level courses approximately 20% increase in less than three years
- Increased formal partnership with both community and 4 year colleges/universities
- Increased scholarships to Tacoma students
- More Students are attending...



Lost

Stand still. The trees ahead and bushes beside you
Are not lost. Wherever you are is called Here,
And you must treat it as a powerful stranger,
Must ask permission to know it and be known.
The forest breathes. Listen. It answers,
I have made this place around you,
If you leave it you may come back again, saying Here.
No two trees are the same to Raven.
No two branches are the same to Wren.
If what a tree or a bush does is lost on you,
You are surely lost. Stand still. The forest knows
Where you are. You must let it find you.

~ David Wagoner ~